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## ABSTRACT

Assessment of the present status of vocational education in Texas and recommended priorities for the future constitute this annual report. Part 1 documents the progress of the 1970s and lists 15 challenges for vocational education in the 1980s, including application of meaningful evaluation procedures and careful program planning to maximize cost effectiveness. Strengthening the role of vocational education in energy conservation and development and providing education and training opportunities for the incarcerated are the two areas recommended for specific improvement of vocational and adult education. Part 2, Advisory Council Evaluation and Responsibilities under Public Law 94-482, presents the 13 State Advisory Council responsibilities listed in the Education Amendments of 1976 and details the progress made toward the achievement of each. Part 3 summarizes characteristics and concerns of secondary and postsecondary vocational programs in the state gathered from (1) a mail survey (88% response) and (2) 10 "teachers speak" hearings conducted during inservice workshops of vocational teachers and counselors. Baseline data concerning program enrollments, funding, and skill and subject area provisions are presented for assessing change over a 10-year period (1968-1978). Linkages with other human resource agencies and innovative practices in serving special populations are among some of the other program characteristics reported. The final section provides a summary of council meetings and activities. (MEK)

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# VOCATIONAL EDUCATION~ A DECADE OF PROGRESS



**10th Annual Report Of The Advisory Council  
For Technical-Vocational Education In Texas  
To The State Board For Vocational Education**

FOREWORD  
Vocational Education....A Decade of Progress

The progress of vocational education during the decade of the 1970's may not be conclusive as enumerated in this report; however, few observers would dispute that substantial progress has been made. There is wide variation in growth patterns depending upon the programs, levels and whether they are new or continuing programs. The Texas job market continues a healthy growth. The advancing technology of the work place requires an increasing level of competency of the Texas worker.

Some Challenges of the 1980's will include: the application of meaningful evaluation of programs and careful planning that all programs at all levels achieve the highest level of cost effectiveness. Instructional personnel are the key to quality programs, and their acquisition and retention is becoming more of a challenge. The energy crisis may well be the greatest challenge of the 1980's and vocational education has a major role to play. The Council addresses energy in its first recommendation and another growing crisis is the number of people incarcerated in our criminal justice system, and this is the subject of the second recommendation in this report.

The "Teachers Speak" hearings were very encouraging to the members of the Council because they were impressed by the dedicated and capable teachers and counselors that shared their "success stories" and concerns. Their love for their students and their well being overshadowed all other considerations. The teachers believe in taking the student where they find them and moving them as far as fast as they can toward the goal of being a productive and contributing member of society. Certainly they have their frustrations and even failures, but they "fight on." It is hoped the reader will read the Tenth Report to the Governor which contains many representative statements that express many of the fine attributes of the vocational teachers in Texas. Administrators and others at the state and local levels can assist teachers in doing an even better job by giving careful attention to the concerns summarized in Part III of this report.

The survey of Secondary and Post Secondary institutions offering vocational programs revealed the viability of vocational programs in our public schools and institutions. The concerns for instructional personnel and their development was a top priority. Vocational program administrators are working closely with other human resources types of agencies in providing meaningful linkages between these agencies and vocational education. A number of innovative practices were reported in serving special populations. Many institutions reported effective utilization of local advisory committees and many made meaningful suggestions for improving their use. Program managers employ a variety of techniques in the evaluation of their programs with some variation between the secondary and post secondary programs. It has often been said that once a vocational program has been initiated that it continues regardless of its usefulness and this just isn't true. Managers reported many instances of program redirection, discontinuance and other adjustments for many reasons. Funding is a continuing problem and especially for equipment and facilities. Secondary respondents were particularly strong in support of technical assistance in program development from the Texas Education Agency and use of program and facility standards.

The Council has summarized for this report the major agenda items for the seven meetings held during 1979. The input of people from a variety of perspectives is particularly valuable to the work of the Advisory Council.

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**THE ADVISORY COUNCIL FOR TECHNICAL-VOCATIONAL EDUCATION  
IN TEXAS**

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December 31, 1979

Mr. Joe Kelly Butler, Chairman  
State Board for Vocational Education  
Austin, Texas 78701

Dear Chairman Butler:

The Tenth Annual Report of the Advisory Council for Technical-Vocational Education in Texas is hereby submitted to the State Board for Vocational Education for review, response, and further transmittal to the Commissioner of Education, U. S. Office of Education, and the Chairman of the National Advisory Council on Vocational Education. The report is in response to the Vocational Education Acts as amended by P.L. 94-482.

The Council considered it appropriate that this Tenth report be entitled "A Decade of Progress." Part I provides a brief overview to substantiate the title. There is a section entitled "Challenges for the 1980's" that serves to identify some items of unfinished business. We are including only two recommendations in this report.

Particular attention is directed to Part II which addresses elements of evaluation as prescribed in Public Law 94-482, for your consideration. In Part III there is a summary of the results of surveys conducted by the Council during 1979 of Secondary and Post Secondary institutions that offer vocational education. Their responses provide an excellent assessment of vocational education in the State. The summary of concerns expressed by vocational teachers and counselors during ten hearings conducted from May through August particularly deserve the careful attention of the Board and the staff of the Texas Education Agency. Careful attention should be directed to the section on the analysis of the Vocational Education Delivery System during 1968-69 and 1977-78. The last part of the report provides a summary of activities of the Council during 1979.

On behalf of the Council, I would like to express our appreciation to you, the State Board and your staff for the excellent cooperation and support. Even though we have experienced a "Decade of Progress" we look forward to further progress during the 1980's.

Sincerely yours,

Doyel Chandler  
Chairman

**PURPOSE:** *"To establish a climate conducive to the development of technical, vocational, and manpower training in educational institutions in the State of Texas to meet the needs of industrial and economic development of the state."*



**THE ADVISORY COUNCIL FOR TECHNICAL-VOCATIONAL EDUCATION  
IN TEXAS**

**TABLE OF CONTENTS**

|                                                                                                                 | Page                 |
|-----------------------------------------------------------------------------------------------------------------|----------------------|
| Foreword. . . . .                                                                                               | (inside front cover) |
| Letter of Transmittal . . . . .                                                                                 | ii                   |
| Part I                                                                                                          |                      |
| The 1970's: Decade of Progress . . . . .                                                                        | 2                    |
| Challenges for the 1980's . . . . .                                                                             | 7                    |
| Recommendations for the Improvement of Vocational and Adult Education .                                         | 9                    |
| Part II                                                                                                         |                      |
| Advisory Council Evaluation and Responsibilities. . . . .                                                       | 14                   |
| Comparison of Funds Distribution for Vocational Education by Purpose. .                                         | 20                   |
| Summary of State Plan Goals and Objectives for Fiscal Years 1978-1980 .                                         | 21                   |
| Part III                                                                                                        |                      |
| Summary of Survey of Public Institutions Offering Vocational Programs .                                         | 24                   |
| Summary of Concerns Expressed During "Teachers Speak" Hearings. . . . .                                         | 34                   |
| Analysis of the Development of the Vocational Education Delivery<br>System during 1968-69 and 1977-78 . . . . . | 37                   |
| Part IV                                                                                                         |                      |
| Summary of Council Meetings and Priority Agenda Items . . . . .                                                 | 50                   |
| About the Council . . . . .                                                                                     | 53                   |
| A Summary Report of Advisory Council Activities . . . . .                                                       | 54                   |
| APPENDIX.....The Tenth Annual Report to the Governor is an attachment<br>to this report.                        |                      |

# **VOCATIONAL EDUCATION~ A DECADE OF PROGRESS**

## **PART I**

**The 1970's: Decade of Progress**

**Challenges for the 1980's**

**Recommendations for the Improvement  
of Vocational Education**

**10th Annual Report Of The Advisory Council  
For Technical-Vocational Education In Texas  
To The State Board For Vocational Education**

# The 1970's: Decade of Progress

Vocational education grew up in the decade of the '70's, experiencing phenomenal growth in funding, personnel, enrollments, and the availability of a vocationally trained labor supply.

At the forefront of this growth was the Legislature, State Board of Education, and Texas Education Agency who rose to the challenge of planning and implementing diverse programs and services that addressed the needs of our citizens and economy.

## Funding Increases 277 Percent

Overall vocational funding increased 277 percent, with the greatest growth in funding, a 436 percent increase, occurring at the post-secondary level.

Much of the funding growth can be directly attributed to a greater state and local commitment. During the past decade, the ratio of state/local to every federal dollar invested in voc ed rose from \$3.16:1 to \$7.32:1.

**Figure 1**  
**Vocational Education Funding**  
(in millions)

| Level            | FY '70 | FY '79  | Growth |
|------------------|--------|---------|--------|
| Secondary        | \$48.3 | \$151.2 | 213%   |
| 1 Post-Secondary | 24.1   | 129.1   | 436%   |
| 2 Adult          | 2.4    | 8.8     | 267%   |
| 3 Special Needs  | 6.1    | 16.4    | 169%   |
| Totals           | \$80.9 | \$305.5 | 277%   |

1. Includes Texas State Technical Institute, Teacher Training, and Industrial Start-up Training.

2. Includes Apprenticeship Training.

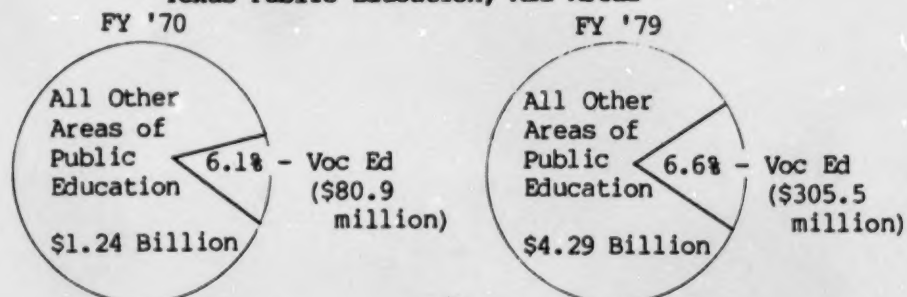
3. Disadvantaged and handicapped, trained through secondary, post-secondary, and adult voc ed programs.

SOURCES: FY '70 Annual Voc Ed Report, Texas Education Agency; Legislative Budget Estimates, January 1979 (Prepared by TEA for Legislative Budget Board).

## Voc Ed Gets Larger Share of Total Education Dollars

The decade of the 1970's also saw vocational education obtain a slightly larger piece of the total public education budget in Texas, which includes federal, state, and local dollars. In FY '70, voc ed got 6.1 percent of the \$1.32 billion spent on public education. In FY '79, voc ed received 6.6 percent of the total \$4.60 billion budget.

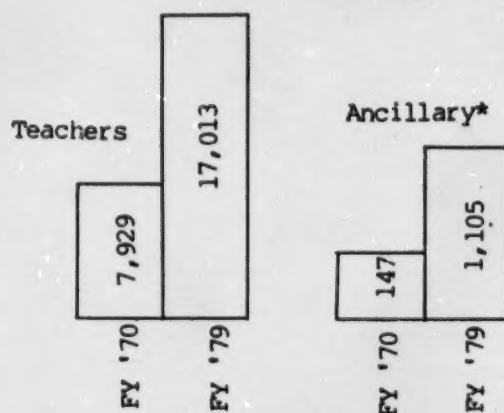
**Figure 2**  
**Distribution of Legislative Appropriations**  
**Texas Public Education, All Areas**



### Personnel Working In Voc Ed More Than Doubles...Increasing 124%

The overall number of personnel working in vocational education rose by 124 percent between FY '70 and FY '79, with the greatest growth coming in ancillary personnel (administrators, supervisors, and guidance personnel). Ancillary personnel grew by 652% while the number of teachers rose by 115 percent.

**Figure 3**  
**Persons Working in Vocational Education**



\*Administrators, supervisors, guidance personnel

SOURCES: FY '70 Annual Voc Ed Report and FY '79 Texas State Plan for Voc Ed, both published by Texas Education Agency.

### Vocational Enrollments Increase 112%

The number of students taking vocational education broke the million mark during the 1970's, rising from a half million a decade ago. While the overall growth was 112%, the post-secondary level grew the fastest, experiencing a 343 percent rise in enrollments.

**Figure 4**  
**Vocational Education Enrollments**

| Level                      | FY '70   | FY '79    | Growth |
|----------------------------|----------|-----------|--------|
| Secondary                  | 267,426  | 589,729   | 121%   |
| Post-Secondary             | 28,615   | 126,724   | 343%   |
| Adult                      | 214,592  | 364,380   | 70%    |
| <sup>1</sup> Special Needs | (17,832) | (30,380)  | 70%    |
| Totals                     | 510,633  | 1,080,833 | 112%   |

1. Disadvantaged & Handicapped. Figures duplicated in other groupings.

SOURCES: FY '70 Annual Voc Ed Report and FY '79 Texas State Plan for Voc Ed, both published by Texas Education Agency.

**Figure 5**  
**Vocational Education Enrollments by Program & Level**

|                                 | Secondary Programs |         |        | Post-Secondary Programs |         |        |
|---------------------------------|--------------------|---------|--------|-------------------------|---------|--------|
| Program                         | FY '70             | FY '79  | Growth | FY '70                  | FY '79  | Growth |
| Agriculture                     | 53,291             | 64,105  | 20%    | 409                     | 1,512   | 270%   |
| Distributive Educ.              | 13,658             | 29,718  | 118%   | 1,486                   | 19,312  | 1,200% |
| Health Occupations              | 1,721              | 5,341   | 210%   | 4,196                   | 15,660  | 273%   |
| Homemaking Useful               | 146,770            | 252,244 | 72%    | 0                       | 0       | 0      |
| Homemaking Gainful              | 3,667              | 20,009  | 446%   | 392                     | 2,833   | 623%   |
| Office Education                | 10,497             | 22,636  | 116%   | 7,882                   | 34,671  | 340%   |
| Technical                       | 549                | 1,542   | 181%   | 4,506                   | 16,161  | 259%   |
| Trade & Industrial              | 29,339             | 76,651  | 161%   | 9,744                   | 36,575  | 275%   |
| <sup>1</sup> Industrial Arts    | 0                  | 59,238  | -      | -                       | -       | -      |
| <sup>1</sup> Occup. Orientation | 0                  | 58,245  | -      | -                       | -       | -      |
| Totals                          | 267,426*           | 589,729 | 121%   | 28,615                  | 126,724 | 343%   |

1. Voc. Industrial Arts and Occup. Orientation Programs came into being in Mid-1970's to provide students with pre-vocational career awareness and exploratory experiences.

\*7,934 handicapped students were enrolled in programs not identified by specific program codes.

**Adult Programs**

| Program            | FY '70  | FY '79  | Growth |
|--------------------|---------|---------|--------|
| Agriculture        | 97,526  | 60,628  | -38%   |
| Distributive Educ. | 15,319  | 33,306  | 117%   |
| Health Occupations | 2,877   | 15,174  | 427%   |
| Homemaking Useful  | 57,174  | 105,975 | 85%    |
| Homemaking Gainful | 609     | 7,468   | 1,126% |
| Office Education   | 18,165  | 47,917  | 164%   |
| Technical          | 3,224   | 32,961  | 922%   |
| Trade & Industrial | 19,698  | 51,182  | 160%   |
| Vol. Fire Fighters | -       | 9,769   | -      |
| Totals             | 214,592 | 364,380 | 70%    |

SOURCES: FY '70 Annual Voc Ed Report and FY '79 State Plan for Voc Ed, both published by Texas Education Agency.

**Vocationally Trained Labor Supply Increases 160%...  
But Still Lags Behind State's Workforce Demand**

During the decade of the '70's, the average annual number of persons completing public vocational education programs that were available for employment increased by 160 percent. During this same period of time, the average annual job openings related to voc ed increased by 128 percent.

The average annual job openings related to voc ed constitute about 71 percent of the total number of job openings which occur in Texas each year. Job openings are created through business and industry expansion, retirements, and deaths.

Total employment in Texas during the 1970's increased by nearly 31 percent, rising from 4.2 million in FY '70 to over 5.5 million in FY '79.

The statewide average hourly earnings for a production worker in manufacturing stood at \$6.47 in August 1979, more than double the hourly wage average a decade ago.

Figure 6

Texas Labor Demand and Supply

| Occup/Program Area   | <sup>1</sup> Average Annual<br>Job Openings<br>Related to Voc Ed |         |        | <sup>2</sup> Average Annual Persons<br>Completing Voc Ed and<br>Available for Employment |        |        |
|----------------------|------------------------------------------------------------------|---------|--------|------------------------------------------------------------------------------------------|--------|--------|
|                      | 1970                                                             | 1979    | Growth | 1970                                                                                     | 1979   | Growth |
| Agriculture          | 9,135                                                            | 10,510  | 15%    | 3,987                                                                                    | 5,321  | 34%    |
| Distribution         | 15,615                                                           | 29,932  | 92%    | 4,636                                                                                    | 10,111 | 118%   |
| Health Occupations   | 6,939                                                            | 20,524  | 196%   | 1,535                                                                                    | 6,017  | 292%   |
| Homemaking (Gainful) | 4,280                                                            | 10,875  | 154%   | 738                                                                                      | 4,964  | 572%   |
| Office/Clerical      | 14,227                                                           | 53,543  | 276%   | 5,379                                                                                    | 10,260 | 91%    |
| Technical            | 3,818                                                            | 3,420   | -10%   | 765                                                                                      | 1,540  | 101%   |
| Trade & Industrial   | 32,618                                                           | 68,631  | 110%   | 4,550                                                                                    | 17,924 | 294%   |
| Totals               | 86,632                                                           | 197,435 | 128%   | 21,590                                                                                   | 56,137 | 160%   |

1. Openings created by expansion and retirements/deaths. Labor demand figures represent about 71 percent of all job openings in Texas economy on an annual basis.

2. Persons who completed public secondary, post-secondary, and adult voc ed programs who were available for employment. Persons who elected to pursue additional education and training are not reflected in supply figures because they were not available for employment. In 1979, 72 percent of secondary, 85 percent of post-secondary, and 92 percent of adult program completers, who were available for employment, were placed in jobs directly or closely related to their vocational training. Though recent figures are not available, past studies have shown that voc ed completers experience unemployment rates about half that experienced by individuals in the same age brackets who did not receive voc ed. Data on proprietary school and manpower program outputs are not reflected in the above totals.

SOURCES: FY '70 and '79 State Plans for Vocational Education, published by Texas Education Agency; "Changing Horizons" and "Job Scene to 1985," published by Texas Employment Commission.

### Adjustment for Inflation

The dollar in 1979 was worth less than one half the value of the dollar in 1967, which is the latest base year used by economists in determining the dollar's purchasing power.

The amount of vocational education services purchased for \$305.5 million in FY '79 (actual dollars as shown in Fig. 1) would have cost \$135.4 million in 1967, based on Consumer Price Index data provided by the University of Texas' Bureau of Business Research.

Likewise, the vocational services purchased for \$30.9 million in FY '70 would have cost \$69.5 million in 1967.

Using 1967 constant dollars as a base, the net growth in vocational funding between FY '70 and '79, in terms of real purchasing power, was 95 percent, instead of the inflated 277 percent shown in Figure 1.

For all other areas of public education, the net growth during this same period of time, in terms of real purchasing power, was 78 percent.

#### Voc Ed Not At Saturation Point

With the tremendous growth experienced by voc ed in the decade of the 1970's, coupled with projected overall declines in secondary level public school enrollments in the early 1980's, it would be easy for some taxpayers and policy makers to say that voc ed has reached its saturation point--that no additional growth is needed.

Though the annual supply of vocationally trained workers has grown tremendously, the gap between the demand for and supply of such workers has grown wider.

Figure 6 (Texas Labor Demand and Supply) only takes into account the output of vocationally trained workers from public sources. The FY '79 Texas State Plan for Voc Ed estimates the annual supply of vocationally trained workers from other sources (i.e., proprietary schools, manpower programs, etc.) at nearly 20,000 per year. When the output from public and other sources are combined, the gap between demand/supply is still nearly 120,000 per year.

Naturally, not all vocationally related jobs are filled by persons completing vocational training from public or proprietary schools or manpower programs. There are apprenticeship programs operated by unions. Many employers have in-house formal training programs or on-the-job training programs. All these efforts contribute to meeting manpower demands.

The point is that our state's economy continues to grow, and with that growth comes an even greater need for vocationally trained workers. This is especially evident in the trade and industrial, office/clerical, marketing and distribution, and health occupations industries.

Two of the major challenges confronting policy makers in the 1980's will be: (1) to improve the quality and delivery of existing voc ed programs, which may necessitate the redirection or elimination of some programs not in line with current socioeconomic needs; while (2) making a commitment of additional resources to meet the tremendous demand for vocationally trained workers, especially in such critical areas as cited in the preceding paragraph.

## VOCATIONAL EDUCATION.....CHALLENGES FOR THE 1980's

Since 1970, the Advisory Council has submitted annual reports, and made recommendations regarding many aspects of vocational, technical, adult and manpower education. Many concerns have been addressed, while others remain as unfinished business for vocational education in the state.

The Advisory Council has made a review of previous input, recommendations and accomplishments and with some degree of expectation, has identified what we choose to call "Challenges for the 1980's." While the Council expects the following list to be beneficial in planning its own activities, it is hoped that the list will be useful to others with an interest in vocational education.

1. *Improving the awareness and understanding of vocational education.*
2. *Intensify efforts to provide more vocational education services to upgrade and retrain adults and thereby meet the critical needs of many employers for more skilled workers and technicians. (Nationally it is estimated that one in ten adult workers should receive vocational education services annually, whereas at present, only four in one hundred workers are served.)*
3. *Improve the supply of qualified vocational instructional personnel and the competitive position of educational institutions to employ such personnel.*
4. *Improve the planning and evaluation activities at the state and local levels to make certain that course objectives are met, that programs meet individual and employer needs, and to ascertain that programs are cost effective.*
5. *Funding will continue as a challenge, not only from the standpoint of availability, but as to distribution in such a manner as to best meet vocational program needs and to address the unique characteristics of vocational programs.*
6. *Vocational Education services to special populations require special efforts and provision to adequately meet these needs. Continuing efforts are needed to serve these special populations, including Correctional Education.*
7. *Work for changes during the reauthorization process of Federal Legislation, to provide more flexibility, in order that these resources can be most effectively utilized within the state to address state priorities.*
8. *After further study, take action to improve the policy base for vocational education in the state. Much of the direction is presently derived from the State Plan for Vocational Education, submitted annually to the U. S. Office of Education in compliance with federal policies and priorities. The state policy base should be comprehensive, broad, and accommodate federal priorities within the total framework, but which addresses definitions, standards, and directions peculiar to the vocational needs of Texas.*
9. *Intensify efforts in working with employers and unemployed youth to resolve the very difficult problem of high youth unemployment. Inner city minority youth have reached unemployment rates as high as 50%.*

10. Give further emphasis, through the vocational instructional programs, to "pride in workmanship," "worker satisfaction," and other worker qualities that will further improve the productivity of the American worker.
11. Improve the effective working relationships between educators and employers. A major focus on this challenge will be through local advisory committees.
12. Assess the impact on vocational program planning of social and demographic factors such as (a) an increasing number of the population in the senior citizen category, many of whom need employment; (b) declining student enrollments at the secondary level; and (c) shifting of population between urban/suburban/rural areas.
13. Considerable progress has been made during the 1970's in providing exploratory, orientation and pre-vocational programs for students in grades 7-9; however, many students do not have the opportunity to use these experiences in their career decision making.
14. Continue to improve the provisions for the delivery of vocational education services in order that such services of a comprehensive nature will be available to the maximum number of citizens who need these services.
15. Continue to improve the administrative effectiveness of vocational education at the state and local levels to most effectively serve the citizens of Texas with a minimum of delay and restraints.

## RECOMMENDATIONS FOR THE IMPROVEMENT OF VOCATIONAL AND ADULT EDUCATION

In addition to the implied recommendations included in "Vocational Education... Challenges for the 1980's," there are two specific issues the Advisory Council is addressing in the 1979 recommendations to the State Board for Vocational Education. They are as follows:

### I. VOCATIONAL EDUCATION AND ENERGY

Texas is a major energy producing state. The state's economy is dependent upon energy in many forms and applications. A major part of the economy is directly or indirectly related to the petro-chemical industry of the state.

The energy shortage in the state and nation is of crisis dimensions as it relates to the economy, life styles and sociological aspects of the state. Even though Congress has enacted a National Energy Plan for conserving energy and developing domestic and renewable sources of energy, it is the people, their attitudes and abilities that will make meaningful energy conservation a reality.

Vocational Education has the unique role of preparing people for their work. Much of the conservation as well as developing and renewing energy resources will occur in the work place. Vocational education has a major role in educating consumers and strengthening their role in energy conservation.

*The Advisory Council therefore recommends that the State Board for Vocational Education take the following actions:*

- 1. Increase the level of funding of programs in energy education especially as provided in Section 123 of Public Law 94-482.*
- 2. Give a high priority to funding research and exemplary programs with an energy focus, under Section 131 and 132 of Public Law 94-482.*
- 3. Establish a mechanism to review vocational education curriculum materials to make certain that energy conservation elements are incorporated in all instructional programs.*
- 4. Encourage personnel responsible for vocational education inservice programs to include energy conservation as a special subject in all state and local inservice activities.*
- 5. Use every available means to disseminate materials for improving instruction in energy conservation as well as developing domestic and renewable energy sources.*
- 6. That vocational education personnel be encouraged to share their expertise in energy conservation and development with the total education community and the community in general.*

### II. CORRECTIONAL EDUCATION

On May 10, 1979, Chief Justice Warren E. Burger issued remarks which urged "a concentrated program" to teach every prisoner to read and write and to have

a marketable skill. Adult convicts in state and federal prisons total about 330,000. Of the approximately 75,000 released annually, 40 percent are convicted anew within three years. Available data indicate that the recidivism rate is reduced when a former convict has support on the "outside" from his family or a local group, or has a reasonably good job available. Improved literacy could improve the ability of a former convict to get a job. The costs of recidivism including arrest, trial, and reimprisonment are enormous compared with the costs of teaching prisoners to read and write and training them for the workplace.

In Texas there appears to be a need for educational linkages within the criminal justice system. For example, in the area of Juvenile Probation, 41 percent of the 41,400 older adolescents were retained in detention centers from a week to two months. Many of these adolescents probably did not return to the regular school system and needed orientation to adult education and opportunities for future references. In county jails, 12,000 to 15,000 are incarcerated on any given day. About 13 percent of these inmates will be incarcerated from 21 to 121 days and over, which is enough time to introduce them to adult education and training.

In adult probation, 122,000 public offenders are serving probated sentences in communities. Statistics from the Adult Probation Commission are incomplete; however, there are indications that a large majority of the population were school dropouts. Many of these people will be cycled through the county jail or other correctional institutions which indicate the need for a unified correctional education system.

The Texas Department of Corrections' (TDC) population has more than doubled within the last ten years. In 1969, the total number of inmates was 12,600, and in 1979, 26,000. According to 1978 reports, received by the Texas Education Agency, about 45 percent received adult basic education during the incarcerated period, whereas, only 5 percent received vocational training, (this is due to limited space, facilities, and equipment). The TDC has developed a model for performance based instruction which is geared toward success. Students work at their own pace utilizing learning activities to help them reach objectives in the various subjects and on different levels of learning. Recently, the General Accounting Office had high praise for the educational system at TDC which could be adapted by other elements of the Criminal Justice System in Texas.

The case for education and training opportunities for prisoners must rest essentially on the same kinds of consideration which support education and training in the free world. Mainly that education and training contribute to preparation for self-supporting and a socially acceptable life style. Even though these elements of living are not a panacea, they are important components.

*The Advisory Council therefore recommends that the State Board for Vocational Education take the following actions:*

1. *Place high priority on the development of a statewide unified education and training plan for all elements of the corrections system in collaboration with the Criminal Justice Department.*

2. *Encourage personnel responsible for vocational education incervice workshops and adult education workshops to include staff persons from the various correctional institutions to create an awareness of the needs in these areas.*

# **VOCATIONAL EDUCATION~ A DECADE OF PROGRESS**

## **PART II**

### **State Advisory Council Evaluation And Responsibilities**

**10th Annual Report Of The Advisory Council  
For Technical-Vocational Education In Texas  
To The State Board For Vocational Education**

## ADVISORY COUNCIL EVALUATION AND RESPONSIBILITIES - Public Law 94-482

This part of the Advisory Council's Tenth Annual Report is an annual update of the responsibilities given the Council under the provisions of Public Law 94-482 (Education Amendments of 1976) and the implementing Rules and Regulations developed by the U. S. Office of Education. The thirteen items in this section of the report are italicized quotes from the Rules and Regulations.

1. *Section 104.91 - Establishment and Certification of the State Advisory Council.*

The Advisory Council for Technical-Vocational Education in Texas was established administratively in January 1969 under P.L. 90-576 and reconstituted, under state law that incorporated the provisions of federal law, on September 1, 1969. The state law was amended in 1977 to incorporate changes made in Council membership, terms of office and responsibilities provided in P.L. 94-482. The Council has been certified each year since its establishment, even though on a somewhat irregular schedule.

2. *Section 102.92 - Membership of the Advisory Council*

Members of the State Advisory Council are appointed by the State Board for Vocational Education after recommendations by the Governor. The members are then confirmed by the State Senate. Membership categories set forth in P.L. 94-482 are incorporated into state law.

3. *Section 104.93(a) - The State Advisory Council shall advise the State Board in the development of the Annual Program Plan submitted under the authority of Section 104.221, and Section 104.222 update of the Five-Year State Plan, as submitted under Sections 104.183 and 104.184.*

The Advisory Council is represented on the Inter-Agency Planning Committee (as provided in Section 107, P.L. 94-482) by the Chair of the Council's Planning and Evaluation Committee. The Council is involved in the development of the Annual Program Plan through the leadership of the Planning and Evaluation Committee and its Chair. The Council staff also works closely with the Inter-Agency Committee and State Education Agency personnel in the development of the Plan. The Plan is then reviewed by the entire Council membership in a regular meeting with the assistance of the State Education Agency staff and the Planning and Evaluation Committee.

4. *Section 104.93(a) - The State Advisory Council shall advise the State Board in the development of the Accountability Report submitted under the authority of Section 104.241.*

The Advisory Council advises in the development of the Accountability Report in essentially the same procedure as outlined in Item 3 above for the Annual Program Plan and update of the Five-Year State Plan.

5. *Section 104.93(b) - The State Advisory Council shall advise the State Board on policy matters arising out of the administration of programs under the approved Five-Year State Plan, the Annual Program Plan, and the Accountability Report.*

The Advisory Council's 8th Annual Report in October 1977 contained several recommendations for the improvement of the administration of vocational education in the state. The recommendations focused on improving the decision making process in vocational education and a more expeditious handling of applications, proposals and funding.

A Task Force of Advisory Council members and State Board members was established to review the report and other concerns. The State Board initiated a statewide study of Vocational Education in the State, which was concluded in July 1979. The study is still under consideration by the Board and its staff. However, a number of changes have been made in the organization of the State Department of Education, personnel and procedures which should improve the administration of vocational programs and services in the state.

The Task Force referenced above began another series of conferences to address policy matters in vocational education and held the first meeting in October 1979. Areas of need are being identified and the Council expects to develop background papers and propose alternatives for consideration of policymakers.

6. *Section 104.93(c) - The Advisory Council shall evaluate vocational education programs, services and activities under the Annual Program Plan and publish and distribute the results thereof.*

The Advisory Council's evaluation of vocational education programs, services and activities in the state is approached in several ways:

- a. Through its annual public forum activities, the Council assesses the needs in vocational education programs and services. The most urgent needs are included in recommendations to the State Board. Information reports are developed that address all needs identified by those participating in the public forum activities. These needs are also included in reports to the State Legislature and the Governor.

The public forum for 1979 was conducted during 10 inservice workshops for secondary and post secondary teachers and counselors. The results are summarized in the Council's 10th Annual Report to the Governor which is an appendix to this report.

- b. An analysis of Goals and Objectives for vocational education in the state for FY 1978 and FY 1980 is found on page 21 of this report. A three-year analysis of fiscal tables from the State Plan is found on page 20 of this report.
- c. The most comprehensive evaluation of vocational education programs, services, and activities in the state is the result of surveys conducted by the Council during 1979 of secondary and post secondary institutions offering vocational education. The results are summarized, beginning on page 24 of this report.

7. *Section 104.93(d) - The State Advisory Council shall assist the State Board in developing plans for State Board evaluations under the authority of Section 104.401 and monitor these evaluations.*

The Advisory Council has recommended the development of a comprehensive evaluation system incorporating all vocational programs at all levels. In March 1978, the Council outlined the principles for such a system and made suggestions for guidelines in the development of such a system. In November 1979, a Request for Proposal (RFP) was developed and the schedule calls for a contract to be negotiated by January 1980 and the comprehensive system to be developed, field tested and ready for implementation by mid-1981.

Such a system is to incorporate present and additional evaluation activities into a comprehensive system and should provide information for planners and managers at all levels.

8. *Section 104.93(e) - The State Advisory Council shall prepare and submit through the State Board to the Commissioner and to the National Advisory Council an annual evaluation report, accompanied by any additional comments of the State Board as the State Board deems appropriate.*

The Advisory Council has submitted regularly and on time annual reports beginning in 1970.

9. *Section 104.93(f) - The State Advisory Council shall identify, after consultation with the State Manpower Services Council, the vocational education and employment and training needs of the State and assess the extent to which vocational education, employment and training, vocational rehabilitation, and other programs assisted under this and related Acts represent a consistent, integrated, and coordinated approach to meeting these needs.*

The vehicles for a full assessment of employment and training needs in the state have not been put fully into place. The State Occupational Information Coordinating Council employed a full-time Executive Director on August 1, 1978. The statutory members of the SOICC and the Technical Steering Group have met periodically to carry out the responsibilities of SOICC. In March 1979, the SOICC published "A Guide to Career and Occupational Information" which has been widely distributed. This publication has been useful to data users in identifying sources for planning. The SOICC has funded three major projects, which include: (a) Occupational Employment Statistics Project through which the Texas Employment Commission will verify OES data so it can be displayed into sub-state projections; (b) A User Needs Survey project is being conducted by Texas A & M University to determine the use, adequacy, availability, and delivery status of occupational information in Texas; and (c) Expansion of the Supply/Demand Information System which is the responsibility of the 1202 Commission of the Coordinating Board, Texas College and University System. In addition, the SOICC is giving special attention to Occupational Information for the Handicapped. Some SOICC projects under consideration for FY 1980, include: (a) Licensed Occupations in Texas and Apprenticeship Programs; and (b) Occupational Information Clearinghouse.

Advisory Council members and staff joined the State Employment and Training Council (SETC) on September 26-27, 1979, in reviewing the Comprehensive Employment and Training Plans of the Prime Sponsors of the state. Particular

attention was given to the needs of CETA clients for training, and the resources utilized by the prime sponsors in providing these services. Another area of special emphasis was upon the linkages between the prime sponsors and human resources types of agencies and groups. Progress is being made in improving these linkages.

During a meeting of the State Employment and Training Council on November 8, 1979, a presentation was made in behalf of the Advisory Council, providing SETC members an overview of the functions, responsibilities and activities of the Council in preparation for the SETCs review of the 10th Annual Report of the Council in early January 1980.

During September and October 1978, the Advisory Council conducted 20 Regional Hearings throughout the state in which training and employment needs were identified. Generally, there is a reasonably good supply of entry level workers to meet local needs as well as degreed workers. However, in practically every region of the state there is a shortage of skilled workers and technicians. The Council addressed these needs in recommendations made in the 9th Annual Report to the State Board of Education and has made recommendations for increased emphasis on adult vocational education to be addressed in the FY 1981 State Plan for Vocational Education.

Special efforts were made during the 20 Regional Hearings to involve local prime sponsors, state employment commission offices, rehabilitation, Department of Human Resources personnel, and other agencies and groups in dialogue to ascertain employment and training needs in the total spectrum of the state.

During May 1979, the Advisory Council conducted surveys of secondary and post secondary institutions offering vocational education programs and a major item in the survey asked for examples of linkages between educational institutions and other human resource types of agencies and groups. The results of this survey are summarized on pages 24-33 of this report.

The private vocational schools of Texas provide a very important resource for training the state's work force. The Council supports efforts to strengthen this important resource and its utilization in the total resources concept.

The joint membership between the Council and SETC further strengthens the coordination between vocational education and CETA programs in the state. The Chair of the SETC serves as a member of the Council and the past Chair of the Council serves as a member of SETC. The staff members of the Council and SETC have an excellent working relationship.

10. *Section 104.83(g) - The State Advisory Council shall comment, at least annually, on the reports of the State Manpower Services Council.*

The annual report to the Governor by the State Manpower Services Council for 1978 was received for review by the Advisory Council during a regular meeting on September 20, 1979, and was reviewed by the Steering Committee of the Advisory Council during a regular meeting on October 11, 1979. The 1978

report was essentially an update of the 1977 report and a transition report from the State Manpower Services Council to the State Employment and Training Council which was activated in mid-1979.

The 10th Annual Report of the Advisory Council to the State Board for Vocational Education and to the Governor were mailed to the membership of the State Employment and Training Council on December 31, 1979, for their review during a January 1980 meeting. Comments will be received later.

11. *Section 104.93(i) - The State Advisory Council shall provide technical assistance to eligible recipients and local advisory councils as may be requested by the recipients to establish and operate local advisory councils.*

The following is a summary of activities of the State Advisory Council in regard to its responsibilities to eligible recipients and local advisory councils:

- a. Provided technical assistance through the services of Advisory Council members and staff to local vocational program personnel and local advisory councils as requested by them.
- b. Special action to involve local advisory council members in public forum activities and meetings of the State Advisory Council throughout the state.
- c. Provided staff and other assistance to inservice training activities for vocational educators in the organization and effective use of local advisory councils.
- d. During the summer of 1978, the Council conducted a needs survey of local advisory councils at the secondary and post secondary levels through personal interviews with members of advisory councils, school administrators, members of boards of education and others and made the results of this survey available for use in improving advisory councils.
- e. During May 1979, surveys of secondary and post secondary institutions offering vocational programs were made and a major item in the survey was on the organization and use of local advisory councils. The results of this survey are summarized on pages 24-33 of this report.
- f. Wide distribution of slide/tape presentation on the effective use of local advisory councils and made available some 30 sets for purchase or loan and use with local advisory councils.
- g. Wide distribution of a brochure on formation and effective use of advisory councils for use at the local level.
- h. The State Advisory Council maintains the names and addresses of local advisory council chairpersons and includes them on the mailing list to receive the monthly newsletter of the Council.

- i. The State Advisory Council participated in the planning and development of a model for the effective use of local advisory councils to be used by eligible recipients and local advisory councils.

12. *Section 104.94 - The State Advisory Council shall provide for not less than one public meeting each year at which the public is given an opportunity to express views concerning the vocational education program of the state.*

The Advisory Council held its first statewide public forum in March 1970, as a Governor's Conference on Vocational Education and has subsequently held statewide forums in 1973, 1975, and 1977. Regional and community type public forums have been held in the years of 1971, 1972, 1974, 1976, and 1978 in approximately 95 communities throughout the state involving a total of over 19,000 citizens for the period mentioned.

Preparation is made for the forum activities by developing study materials and organizing for effective utilization of the input from citizens. Proceedings of the public forum activities are published and in many cases used as follow-up materials in the communities and as guides in other communities for self-study and similar activities.

The 1979 public forum activities were entitled "Teachers Speak..." and consisted of ten hearings held as a part of secondary and post secondary statewide in-service conferences for teachers and counselors in vocational education.

A statewide public forum is scheduled for February 1980, entitled "Business and Industry Speak..." The results will be widely disseminated.

13. *Section 104.97(3) - The State Advisory Council shall conduct a review of the analyses of the distribution of Federal funds within the state submitted by the state according to the Annual Program Plan and the Accountability Report.*

The analyses of the distribution of funds for vocational education in the state are displayed in a table on page 20 of this report entitled, "Comparison of Funds Distribution for Vocational Education by Purpose."

In addition, the Council includes in its publication "Vocational Education Tables & Charts" additional analyses of fiscal, program enrollments, etc. This publication is available from the Council office upon request.

COMPARISON OF  
FUNDS DISTRIBUTION FOR VOCATIONAL EDUCATION BY PURPOSE  
(Federal, State, and Local Funds)

| PROGRAM/PURPOSE                                         |             | FY 1978<br>ESTIMATED<br>TOTAL | FY 1978<br>ACTUAL<br>TOTAL | FY 1979<br>ESTIMATED<br>TOTAL | FY 1980<br>ESTIMATED<br>TOTAL |
|---------------------------------------------------------|-------------|-------------------------------|----------------------------|-------------------------------|-------------------------------|
| Basic Grant (Subpart 2)                                 | Sec. 102(a) | \$225,270,196                 | \$209,470,328              | \$239,031,776                 | \$262,688,753                 |
|                                                         | Sec.        |                               |                            |                               |                               |
| 1. Secondary                                            | 120         | 32,825,526                    | 82,024,947                 | 83,850,431                    | 85,565,812                    |
| 2. Post Secondary                                       | 120         | 94,475,948                    | 89,669,988                 | 99,673,433                    | 105,446,694                   |
| 3. Adult                                                | 120         | 9,212,612                     | 7,101,070                  | 9,712,612                     | 7,232,899                     |
| 4. Disadvantaged                                        | 140         | 20,037,902                    | 19,540,956                 | 22,950,402                    | 22,714,495                    |
| 5. Handicapped                                          | 140         | 5,687,919                     | 5,904,301                  | 7,812,919                     | 7,258,158                     |
| 6. Work Study                                           | 121         | 757,072                       | 924,293                    | 1,380,000                     | 2,120,000                     |
| 7. Energy                                               | 123         | 100,000                       | -0-                        | 230,000                       | 500,000                       |
| 8. Sex Bias Support Personnel                           | 130         | 50,000                        | 48,633                     | (50,000)*                     | (66,022)*                     |
| 9. Industrial Arts                                      | 120         | 7,237,500                     | 3,538,085                  | 7,500,000                     | 4,164,885                     |
| 10. Support Services for Women                          | 120         | 300,000                       | 10,931                     | 460,000                       | 440,000                       |
| 11. Day Care Services                                   | 120         | 500,000                       | -0-                        | 862,500                       | 770,000                       |
| 12. Displaced Homemakers                                | 120         | 200,000                       | 5,739                      | 345,000                       | 385,000                       |
| 13. Cooperative Education                               | 122         | 530,245                       | 701,385                    |                               |                               |
| 14. Supervision/Administration                          | 120         |                               |                            | (3,958,598)*                  |                               |
| 15. Local Supervision/Administration                    |             |                               |                            |                               | 22,222,252                    |
| 16. State Administration                                |             |                               |                            |                               | 3,868,558                     |
| Program Improvement and Support Services<br>(Subpart 3) | 130         | 43,438,576                    | 38,760,741                 | 25,981,205                    | 33,497,821                    |
| 1. Research                                             | 131         | 1,227,232                     | 424,599                    | 937,422                       | 525,000                       |
| 2. Exemplary                                            | 132         | 628,059                       | 169,133                    | 2,845,612                     | 1,270,978                     |
| 3. Curriculum                                           | 133         | 1,404,000                     | 1,031,653                  | 2,021,083                     | 1,387,605                     |
| 4. Guidance                                             | 134         | 15,271,710                    | 14,599,653                 | 16,863,402                    | 22,356,009                    |
| 5. Personnel Training                                   | 135         | 1,297,000                     | 1,136,146                  | 2,824,168                     | 1,435,527                     |
| 6. Sex Bias                                             | 136         | (4,343,878)                   | (25,033)                   | (2,598,121)*                  |                               |
| 7. Planning                                             | 161         | (250,000)                     |                            |                               |                               |
| 8. Evaluation                                           | 161         | (300,000)                     |                            |                               |                               |
| 9. Local Supervision/Administration                     |             | 23,610,575                    | 21,399,557                 |                               | 5,555,563                     |
| 10. Supervision/Administration *                        |             |                               |                            | (785,399)*                    |                               |
| 11. State Administration                                |             |                               |                            |                               | 967,139                       |
| Special Programs for the Disadvantaged<br>(Subpart 4)   | 140         | 1,862,870                     | 1,683,648                  | 1,850,848                     | 1,221,621                     |
| Consumer and Homemaking Education<br>(Subpart 5)        | 150         | 42,222,113                    | 41,328,820                 | 43,189,370                    | 47,885,514                    |
| Administrative (State)                                  | 104         | (4,693,912)                   | 4,595,997                  | 5,300,000                     |                               |
|                                                         | Sec. 102(d) |                               |                            |                               | 305,404                       |
| TOTAL (Grand Total)                                     |             | 312,793,755                   | 295,839,534                | 310,053,199                   | 345,599,113                   |
| FEDERAL                                                 |             | 39,244,219                    | 30,181,414                 | 36,705,910                    | 40,117,083                    |
| STATE/LOCAL                                             |             | 273,549,536                   | 265,658,120                | 261,128,192                   | 305,482,030                   |
| CARRYOVER                                               |             |                               |                            | 12,219,097                    |                               |

\*Funds duplicated in other amounts identified.

# SUMMARY OF STATE PLAN GOALS AND OBJECTIVES FOR FISCAL YEARS 1978 AND 1980

|                                                | GOAL 1 |      | GOAL 2 |      | GOAL 3 |      | GOAL 4 |      | GOAL 5 |      | TOTAL |      | 1978       |
|------------------------------------------------|--------|------|--------|------|--------|------|--------|------|--------|------|-------|------|------------|
|                                                | 1978   | 1980 | 1978   | 1980 | 1978   | 1980 | 1978   | 1980 | 1978   | 1980 | 1978  | 1980 |            |
| Number of Activities Listed                    | 142    | 128  | 12     | 12   | 18     | 17   | 4      | 3    | 8      | 8    | 184   | 168  |            |
| Objectives                                     | 18     | 17   | 2      | 2    | 2      | 2    | 1      | 1    | 2      | 2    | 25    | 24   |            |
| 1. Sub-Objectives* with Projections            | 64     | 73   | 4      | 4    | 23     | 26   | 2      | 2    | 12     | 12   | 105   | 117  | % of TOTAL |
| 2. Sub-Objectives met with or above Projection | 34     |      | 2      |      | 18     |      | 1      |      | 11     |      | 66    |      | 63%        |
| 3. Sub-Objectives Less than Projection         | 26     |      | 2      |      | 5      |      | 1      |      | 1      |      | 35    |      | 33%        |
| 4. Information Unavailable for FY 78           | 4      |      | 0      |      | 0      |      | 0      |      | 0      |      | 4     |      | 4%         |

- 21
- GOAL 1: Provide vocational programs and support services for all persons in Texas who desire to prepare for employment or those presently employed who desire to upgrade their knowledge and skills, (persons in high schools, persons in post secondary schools, and persons who have completed formal education).
- GOAL 2: Provide vocational programs for all persons in high schools and/or post-secondary schools who need and desire assistance in making informed occupational choices.
- GOAL 3: Eliminate sex discrimination and sex stereotyping in all vocational education programs, improve vocational education opportunities for women, and provide equal vocational education program opportunities to persons of both sexes.
- GOAL 4: Provide part-time employment for youth who need earnings from such employment to continue their vocational training on a full-time basis.
- GOAL 5: Provide consumer and homemaking education programs, services, and activities at all educational levels for both sexes who have entered or are preparing to enter the occupation of homemaking or a dual role of homemaker-wage earner.

\*Totals for 2, 3, and 4

SOURCE: Accountability Report for FY 1978, pp. 211-236, Table 2; and State Plan for FY 1980, Table 3, pp. 31-74.

# **VOCATIONAL EDUCATION~ A DECADE OF PROGRESS**

## **PART III**

### **Summary Of Projects And Reports**

**10th Annual Report Of The Advisory Council  
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## SUMMARY OF SURVEY OF PUBLIC INSTITUTIONS OFFERING VOCATIONAL PROGRAMS

During May 1979, the Advisory Council for Technical-Vocational Education conducted surveys of secondary and post secondary institutions offering vocational programs. The analyses and summary of the responses have been published by the Council and a copy of each may be requested from the Council office for further details.

The POST SECONDARY survey was mailed to the President and Dean/Director of Occupational Education programs in the 67 institutions and/or campuses in the state. There were 61 responses, or 91% response. The instrument contained eleven items with many sub-items. Six of the eleven items were identical in whole or in part with the secondary survey.

The SECONDARY survey was mailed to the Superintendent and the Vocational Administrator or Counselor as appropriate in 303 secondary institutions offering vocational programs. Fifty of these were mailed to Superintendents in schools offering vocational programs, but that do not have a Vocational Administrator or Counselor. There were 266 total responses or 88%, and all secondary surveys have been consolidated into a total analyses and summary.

A SPECIAL THANKS ON BEHALF OF THE ADVISORY COUNCIL FOR THE EXCELLENT RESPONSE FROM OUR ADMINISTRATORS OF VOCATIONAL PROGRAMS.

[Note: The 303 Public Secondary Schools surveyed represent about 85% of the vocational enrollment in the 950 schools in the state that offer vocational programs.]

1. Professional Personnel. This was a common item between both secondary and post secondary institutions. The item addressed the availability of qualified instructional personnel, how well they were qualified and evaluating the resources available for inservice activities.
  - a. A major concern of all respondents is the lack of qualified vocational instructors. The three most frequently mentioned fields in greatest need by secondary respondents were - Auto Mechanics - Building Trades and General Construction Trades. The post secondary respondents listed -- Electronics, Auto Mechanics and Diesel Mechanics. [This frequency is related to a large number of these program offerings in the state.] The most abundant supply in the secondary schools was vocational homemaking and in the post secondary it was office occupations. Shortages were reported in all occupational areas in some parts of the state.
  - b. The greatest need expressed with regard to hiring qualified instructional personnel and keeping them qualified was essentially the same for the secondary and post secondary respondents. The greatest need was: (1) Keeping abreast of new technology in the field and maintaining technical competence. The second greatest need was: (2) Ability to organize subject matter and skills in instructional techniques.

- c. The ranking of resources for their usefulness for professional improvement was as follows: (1) Texas Education Agency workshops/conferences; (2) The local institution inservice activities; (3) Industrial and/or private resources; and (4) Courses provided by colleges and universities.
2. Linkages and Cooperative Activities with Other Agencies and Groups. This item was common to both secondary and post secondary institutional surveys. The respondents enumerated a great number of activities carried out with these various agencies and groups, but only a brief summary will be given for each. [It should be noted that these agencies are not operating in some of the communities from which these responses were received.]
- a. Texas Rehabilitation Commission (TRC). Eighty-two percent of post secondary and 48% of the secondary respondents listed activities with TRC.
    - Many of the post secondary institutions reported having a TRC counselor on their campus or nearby, and they serve a number of TRC clients. Every effort is made to "mainstream" clients. TRC counselors and personnel provide many services to the institutions, including assistance to faculty and staff, and special services, such as (1) deaf interpreters; (2) language facilitators; and (3) special counseling services.
    - Some of the TRC services listed by secondary respondents were: (1) referrals; (2) counseling; (3) testing; (4) placement assistance, (5) evaluation services; (6) vocational personnel development activities; (7) assistance in curriculum aids; (8) funds for remodeling facilities; and many other services.
  - b. Texas Employment Commission (TEC). Seventy-eight percent of post secondary respondents listed activities with TEC and 57% of the secondary respondents.
    - Essentially all respondents cited job market information services; placement services and assistance; testing; job counseling; salary studies; and similar activities.
    - Some other services included: identifying, testing, certifying, referring, paying stipends and placement of CETA clients; assistance on Targeted Jobs Tax Credit Program; certifying students for the Job Corps; recruiting teachers; and serving as a member of the local advisory council.
  - c. Texas Department of Mental Health and Mental Retardation (MHMR). Forty-six percent of the post secondary respondents and 32% of the secondary respondents responded to this item. MHMR facilities are restricted to a few areas of the state.
    - MHMR personnel provide special staff development for vocational educators working with unique needs of MHMR clients, and serve as members of local advisory councils.
    - MHMR facilities provide training stations for students and clinical facilities.
    - Provide special counseling, evaluations and placement services.
    - A post secondary institution reported that one day a week the cosmetology program is reserved for MHMR referrals at no charge.

- d. Texas Department of Human Resources (Formerly the Welfare Department) (TDHR). Sixty-six percent of the post secondary respondents and 33% of the secondary respondents responded to this item.
- Special programs are established when TDHR clients cannot be served through "mainstreaming." [ Special programs cited were - PACE, AEED, REACH, etc.]
  - Provide information, referrals, counseling, testing, Adult Basic Education, and adult vocational programs.
  - Provide day care programs, training of health aides, etc.
  - TDHR personnel serve as consultants/resource persons in programs.
- e. Comprehensive Employment and Training Act (CETA) (Local Prime Sponsors). Eighty-five percent of the post secondary respondents and 58% of the secondary respondents responded to this item.
- CETA was cited as providing funding for a number of activities, such as:
    - (1) Summer employment for students; (2) work stations; (3) youth work experience; (4) LVN and other training programs; (5) computer for career and job information; (6) trained CETA clients as peer counselors; and (7) public service employees as teacher aides.
  - Institutions reported providing training for CETA clients through:
    - (1) mainstreaming in regular programs; (2) special training programs for short-term training; (3) training through skills center; (4) providing job exploration, placement, and referral.
  - Cooperation between local prime sponsors and vocational educators through joint planning, sharing information, providing materials and resource persons.
- f. Other agencies and groups. Sixty-one percent of post secondary respondents and 32% of the secondary respondents responded to this item. Some of the other agencies and groups cited, were: (1) Social Security Administration; (2) Texas Industrial Commission; (3) Texas Migrant Council; (4) Area Development Councils and Councils of Government; (5) Bureau of Labor Statistics; (6) Veterans Hospital; (7) Center for the Retarded, Inc.; (8) Drug Abuse Centers; (9) Armed Services; (10) National Alliance for Businessmen; (11) County Probation Office; (12) Texas Department of Corrections; (13) Texas Department of Parks and Wildlife; (14) Texas Department of Public Safety; and numerous groups such as Chambers of Commerce, etc.
- g. Difficulties experienced in Cooperative Efforts. Forty-six percent of the post secondary respondents and 23% of the secondary respondents responded to this item. Some of the difficulties cited were: (1) Red-tape and slow reimbursement; (2) Lack of compatibility of statutes and policies of the various agencies and groups; (3) Lack of effective communication; (4) Lack of motivation of clients served; (5) Uncertainty of funding; (6) Transportation problems of clients; (7) Age limitations and other restrictive criteria for clients; (8) Selection and placement of clients for training; (9) Locating, employing and funding instructors for special programs; (10) Lack of proper facilities for training; and need to provide a wide range of services for special clients.

A very challenging admonition was given by one respondent - "Need to listen carefully, identify common needs and wants, develop viable linkages--it works."

3. Serving Groups with Special Needs. This item was common to both secondary and post secondary surveys.
- a. Handicapped: Eighty-eight percent of secondary and 77% of the post secondary respondents listed special activities under this item. The nature of the services listed are: (1) supplemental instruction of a remedial nature; (2) special equipment; (3) additional counseling services; (4) adjustment of the curriculum; (5) use of aides to assist the regular instructional program; (6) individual tutoring; (7) liaison with social service agencies; (8) interpreter services and language specialist; (9) parental involvement; and several other services.
  - b. Disadvantaged: Eighty-seven percent of secondary and 75% of post secondary respondents listed special activities under this item. The nature of the services listed are: (1) work study programs; (2) remedial instruction; (3) special counseling services; (4) coordination with other agencies; (5) tutors when required; (6) operating special programs such as STIP, MOPEd and HEAP; (7) special job placement services; (8) bilingual program; and other services.
  - c. Displaced Homemaker: Thirty-one percent of the secondary and 64% of the post-secondary respondents listed special activities under this item, such as: (1) counseling services; (2) develop and upgrade work skills; (3) career awareness lab; (4) Women's center, placement, non-traditional jobs program; (5) modification of prerequisites; (6) day care services; (7) mainstreamed with regular students; (8) cooperative program with local skills center; and other services.
  - d. Sex Bias/Stereotyping Activities: Seventy percent of secondary and 85% of the post secondary respondents listed special activities under this item, such as: (1) use of film and other materials for recruiting in non-traditional programs; (2) conduct staff development on sex bias/stereotyping; (3) updating curriculum materials by removing sex bias materials; (4) media utilization in promoting non-traditional roles; (5) development of a districtwide plan; (6) special counseling services; and numerous other activities and examples.
  - e. Support Services for Women: Sixty-six percent of the post secondary respondents listed activities under this item. The item was not included in secondary surveys. Activities included: (1) Women's Center providing a variety of support services; (2) Special courses, such as: The Assertive Woman, Secretarial Refresher, special programs - W.I.L.L. (Women in Lifelong Learning) and W.I.N.R. (Women in New Roles); (4) Media used to depict female role models in non-traditional fields and programs; (5) Special services such as - financial aid; tutoring; work study; part-time employment while enrolled full-time; and other services.

- f. Day Care Services for Vocational Students: Fifty-eight percent of the post secondary respondents listed activities under this item. The item was not included in the secondary surveys. Institutions reported a multitude of approaches to providing day care services and methods of financing these services.
  - g. Corrections Education: Both secondary and post secondary respondents reported activities with (1) Texas Department of Corrections; (2) Juvenile detention centers; (3) County/city jail programs; (4) programs to persons on probation. A variety of services were listed and linkages with a number of other agencies such as CETA, Texas Rehabilitation Commission, Texas Employment Commission, and others.
  - h. Adult Vocational Education: Seventy-seven percent of post secondary and 64% of secondary respondents listed activities in this item. Several instances of joint utilization of facilities were reported between secondary and post secondary institutions. The vast majority of adult students were part-time. The number and variety of course offerings were extensive. The major barriers listed, included: (1) inadequate facilities, inappropriate equipment and lack of funding; (2) inability to recruit and retain qualified instructors; (3) scheduling, lack of interest on the part of adults; (4) sparse populations in some areas of the state prevent sufficient numbers to offer programs; and other barriers. Numerous institutions reported very effective adult vocational programs.
4. Use and Effectiveness of Local Advisory Groups: This item was common to both surveys.
- a. About 50% of the secondary respondents and 25% of the post secondary respondents indicated that they had cooperated in forming a community, area or countywide advisory body to coordinate vocational programs on more than a district basis.
  - b. Ninety percent of secondary and 40% of the post secondary respondents indicated that they have an overall advisory council advising the institution's policy body and serving all technical-vocational program areas.
  - c. Eighty-eight percent of secondary and 100% of post secondary respondents reported having an advisory committee for each program or craft area.
- The emphasis that post secondary institutions give to program or craft committee should be noted. These committees play a very significant role in the development and implementation of new programs.
- d. Respondents were asked how many advisory committees they have serving their institution. Post secondary institutions ranged from 1 to 54, averaging 21, for a total of 8,923 persons or an average of 154 per institution. Approximately 90% of the members are non-educators.

The 203 secondary respondents to this item reported 2,666 advisory committees, ranging from 1 to 300 per district, and averaging 13. Over

18,000 persons are involved, ranging from 3 to 1,500 per district and 90% of the members are non-educators.

- e. On a 0-5 weighting, the respondents were asked to judge the effectiveness of their advisory committees. The post secondary average weighting was 4.07 while the secondary weighting was 3.38.
- f. Respondents were asked how the effectiveness of advisory committees could be improved. Their responses are summarized as follows:
  - (1) improvement of the understanding of instructional personnel of the role and effective utilization of advisory groups through pre/in-service training and leadership from state and local leaders.
  - (2) a clear understanding on the part of advisory committee members as to their role and function and how their responsibilities can best be achieved.
  - (3) a number of suggestions were made regarding - selection of members, effective involvement techniques, support of local administration, support services, and acceptance and recognition of their contributions.
5. Respondents were asked to weight the following evaluation activities/techniques as to their usefulness in determining the effectiveness of their programs. Ranking by importance by respondents are listed under the columns as follows:

|                                                                           | <u>Secondary</u> | <u>Post Secondary</u> |
|---------------------------------------------------------------------------|------------------|-----------------------|
| a. Evaluation of quality of instruction in each program.                  | 1                | 3                     |
| b. Review of enrollment trends in the program.                            | 4                | 4T                    |
| c. Review of completions as compared to enrollments in the program.       | 5T               | 7                     |
| d. Review of placement in jobs for which trained.                         | 3                | 1                     |
| e. Examination of reason(s) for low enrollments in a program.             | 5T               | 4T                    |
| f. Consideration of student evaluation of the program.                    | 8                | 6                     |
| g. Consideration of employer satisfaction with program graduates/leavers. | 2                | 2                     |
| h. Evaluation of program by local advisory committee.                     | 7                | 8                     |

Respondents also listed other activities/techniques which have been summarized in individual summaries.

6. Respondents were asked to weight on a scale of 0-5 the most useful source of labor market information and placement opportunities. The results follow:

|                                                              | <u>Secondary</u> | <u>Post<br/>Secondary</u> |
|--------------------------------------------------------------|------------------|---------------------------|
| a. Relationships between instructor and employers.           | 1                | 1                         |
| b. Texas Employment Commission.                              | 6                | 6                         |
| c. Local advisory committee members.                         | 4T               | 2                         |
| d. U. S. Department of Labor Occupational Outlook Materials. | 7                | 7                         |
| e. Local surveys by institutions of business and industry.   | 3                | 4                         |
| f. Friends and former students who are already employed.     | 2                | 3                         |
| g. Institutional job placement and follow-up office.         | 4T               | 5                         |

7. Respondents were asked to identify programs that have been dropped or substantially redirected during the period 1978-79 and reasons for such action.

Seventy-seven percent of the post secondary and 46% of the secondary respondents addressed this issue. Extensive lists of programs were given, indicating that action taken in this area was due in large part to local needs and interests. (For example, what is dropped in one area may be added in another area of the state.) This summary will focus on the reasons given for dropping or redirecting programs and will not list the specific programs involved.

- a. Lack of job opportunities and placement of completers/leavers from the program.
  - b. Lack of student interest.
  - c. Poor instruction and/or inability to employ qualified instructor.
  - d. Changes in technology in the program area.
  - e. Plant and employer changes that render program inappropriate.
  - f. Redirection to better serve the needs of students and employers.
8. Guidance and Student Information Services were approached differently in the two surveys. They are summarized as follows:
- a. In the post secondary institutions, the Texas Student Information System (Tex-SIS) is the basic system. Fifty-eight of the 59 institutions responding participate in Tex-SIS, and 54 of the institutions report that all students and programs are included in the system. The range of cost per student for the Tex-SIS was from 28¢ to \$15, with an average of \$3.27 and median cost of \$2.93. Respondents made several suggestions for improving the usefulness of Tex-SIS as well as to improving the utilization of information collected by Tex-SIS. On a scale of 0-5, respondents gave an average weighting of 3.23 as to the usefulness of Tex-SIS information for planning and managing programs.
  - b. Secondary respondents indicated that 76% maintain a system of follow-up of employers who employ vocational graduates/leavers, and on a scale of 0-5, the respondents gave a weighting of 3.5 to the effectiveness of their system. The vocational teachers were listed as having the greatest responsibility for the follow-up on students, with the

vocational counselor, school placement office, vocational director and supervisor following in that order. On a scale of 0-5, respondents gave a weighting of 3.86 to how valid they consider the follow-up information required to be submitted to the Texas Education Agency.

9. Articulation and coordination of resources items in the surveys are summarized as follows:

- a. Fifty-nine percent of post secondary respondents indicated that they have their curriculum organized into modules in order that students can proceed at their own rate. Fifty-seven percent said that their institution makes provisions for students to enter or exit programs at times other than the beginning or ending of a semester/quarter.
- b. Thirty percent of post secondary respondents contract with schools to train students from the secondary level in their post secondary programs. The principal barrier was a lack of interest on the part of local districts, with the lack of facilities, instructional personnel and related items as major barriers. Problems with scheduling, transportation, communication, etc., were listed.
- c. Secondary respondents reported contracting with post secondary institutions, other school districts and private vocational schools, but on a limited basis.

There were numerous positive statements made by respondents regarding this item, but will require substantial leadership and coordination to overcome many of the barriers presently experienced.

10. Utilization of instructional resources was a sub-item common to both surveys. Respondents were asked to give the percentage utilization of their vocational program facilities during four quarters of the 24-hour period, results follows:

|                    | <u>Post Secondary</u> | <u>Secondary</u> |
|--------------------|-----------------------|------------------|
| 8 a.m. to 12 Noon  | 87%                   | 90%              |
| 12 Noon to 6 p.m.  | 29%                   | 59%              |
| 6 p.m. to Midnight | 64%                   | 20%              |
| Midnight to 8 a.m. | 28%                   | 9%               |

11. Respondents were asked to list unmet needs for programs to serve community needs.

- a. Seventy-four percent of the post secondary institutions responded to this item. Many new and emerging occupational needs were listed. However, over 70 of the programs listed were what would be considered as "regular" programs. The constraints identified are listed in order of frequency - (1) inadequate funding; (2) inadequate or lack of facilities; (3) inadequate equipment or lack of funds to purchase equipment for new and redirected programs; (4) availability of instructional personnel and ability to offer salaries to compete with private

- employers; (5) limited enrollments in new and emerging programs; and (6) lack of clinical facilities for some health programs.
- b. Fifty-five percent of secondary institutions responded to this item. There were few new and emerging occupational needs listed. Most of those listed could be considered as "regular" programs, but were not available to the school district for a variety of reasons. The constraints identified and listed in order of frequency - the first four for secondary respondents are the same as those for post secondary. Other constraints listed, were: (1) declining enrollments and competition for students; (2) poor counseling of students; (3) lack of comprehensive offerings; and several less frequently mentioned constraints.
12. Financing Vocational programs. This subject was in both surveys, but differed in the items because of the different approaches in financing the two systems.
- a. Post secondary respondents still have strong support for the Student Contact Hour Formula System for financing, but support has diminished some since a similar survey on this subject in 1974. The most frequently mentioned deficiency in funding is the lack of "program development" funding. (Sometimes referred to as "start-up" funding.) Other concerns expressed include: (1) formula does not fully consider inflation and escalating energy costs; (2) formula discriminates against small institutions; (3) problems in funding facilities/equipment; and (4) need for funds for financing follow-up studies of former students.
- b. Secondary respondents generally supported the .5 weighted vocational unit system, but many believe the "bonus" unit approach to be best and justified. Several suggestions for special consideration be given to small districts, for pre-employment laboratory programs and the need to pay vocational teachers for required work experience. Several identified the need for funding for updating of equipment and increasing the \$400 instructional materials allocation.
13. Miscellaneous items not summarized under previous topics include:
- a. Secondary respondents indicated that 70% had been involved in TEA school self-studies and these were helpful in evaluating vocational programs.
- b. Secondary respondents indicated on a scale of 0-5 that vocational program consultants were very useful in support of local programs and gave a weighting of 4.05. Some descriptors used to describe these services in rank order of frequency were: (1) provide student leadership activities; (2) vocational program development and improvement leadership; (3) that consultants were readily available, cooperative, well informed and capable; (4) provide assistance and support for inservice activities; (5) interpreting and support of program standards and policies; and many other favorable comments regarding the work and services of area consultants.
- c. Secondary respondents gave a 4.30 weighting on the 0-5 scale to the usefulness of state program and facility standards. This is the most favorable weighting given any item in the two surveys.

- d. Secondary respondents expressed satisfaction with the services of the four vocational curriculum centers in Texas and stated that 28% of their \$400 instructional materials allotment is used in purchasing materials from the curriculum centers.
- e. Eighty-four percent of secondary respondents indicated that the vocational administrator was responsible to the first or second level of local district administration.

Further detail on several of the items in these surveys is provided in the "Summary of Responses" papers on each of the two surveys. A copy of either or both of these papers may be requested from the Adviscry Council office.

## SUMMARY OF CONCERNS EXPRESSED DURING "TEACHERS SPEAK" HEARINGS

During May through August 1979, the Advisory Council for Technical-Vocational Education conducted hearings during ten state inservice workshops of secondary and post secondary vocational teachers and counselors.

A summary of the hearings is contained in the Tenth Annual Report to the Governor which is included as an appendix to this report. A major part of the report to the Governor summarizes the unique and positive approaches vocational teachers and counselors use in relating to their STUDENTS, COMMUNITIES, INDUSTRY (Employers), and their PROGRAMS.

During the hearings, teachers and counselors were also asked to share with the Council concerns they have that impede their effectiveness in serving their students. Some of these concerns are summarized in this section for the attention of decision makers at the state and local levels.

The Council was impressed that concerns expressed by teachers and counselors were identifying ways of improving their performance as instructional personnel and thereby improving the quality of instruction of students.

1. Attracting and retaining qualified vocational teachers. Some suggestions included these:
  - (a) Review of certification procedures to remove duplications of requirements.
  - (b) Coordination of certification course requirements by institutions to make courses available with a minimum of travel and inconvenience to those needing these services.
  - (c) Salary schedules for vocational personnel that are competitive with salaries paid by business and industry for personnel with competencies required of vocational personnel.
2. Facilities and equipment for instruction were frequently expressed concerns as follows:
  - (a) Funds to replace and upgrade instructional equipment. (Funds are presently provided for equipment for new secondary programs only.)
  - (b) Facilities are a local responsibility, but were listed frequently as being barriers to further program development and program redirection.
  - (c) Better utilization of existing program resources, especially area vocational schools by resolving scheduling, transportation and other barriers.
  - (d) Allow teachers to make decisions as to equipment needed in programs.

3. A number of concerns related to improving services to students, which included:
  - (a) Require student participation in career education/occupational orientation programs prior to high school.
  - (b) A more positive attitude toward the ability of handicapped students; and aides are needed to help them in their vocational programs.
  - (c) Change in insurance laws so 15-17 year-old students can work in skilled areas.
  - (d) Put more emphasis on teaching students how to work - - not just placement in job for which trained.
  - (e) Revise student follow-up reporting to more fairly reflect the comprehensive contribution of vocational education to the student.
  - (f) More emphasis on "how to get along with people" in vocational programs.
  - (g) More emphasis on vocational student organizations and the development of leadership and citizenship qualities.
  - (h) Help with travel expenses for teachers who sponsor and accompany students to conferences and contests.
  - (i) Instructional materials written so students can better understand and utilize them.
4. Vocational teachers and counselors spoke to a number of concerns relating to areas needing strengthening in support of instructional programs.
  - (a) The number of vocational counselors should be increased and they should receive the instructional materials allocation for counseling materials.
  - (b) Increasing the \$400 allocation for vocational instructional materials which has not been increased since established in 1969.
  - (c) Better dissemination of research results and that such materials be written in lay language for use by classroom teachers.
  - (d) Teachers and counselors should be more directly involved in planning of state inservice meetings and those for secondary personnel should be scheduled during the same week.
  - (e) Travel pay is needed for middle school counselors and occupational orientation teachers.
5. Vocational teachers and counselors were very conscious of the need for improving relationships as follows:
  - (a) Improving public information/relations with parents, community and policy makers.

- (b) More effectively involve business and industry in planning new programs and updating and redirecting existing programs.
- 6. Vocational teachers and counselors expressed the need for improving relationships within the education community as follows:
  - (a) More coordination between academic and vocational education. More effectively relate basic academic instruction to vocational instruction.
  - (b) Make certain that students entering vocational programs have been properly counseled and can profit from the instruction in order that vocational education not serve as a "dumping ground."
  - (c) That all education experiences at all levels emphasize pride in workmanship and productivity.
- 7. It was recommended by CVAE teachers that consideration be given to lowering the requirement of 20 students to allocate the program. There may be 15 students needing the program, but additional students are added simply to reallocate the program.
- 8. Health Occupations teachers recommended that the nurse aide program be expanded to a two year program in high school.

The foregoing concerns expressed by teachers and counselors are, in the opinion of the Council, very valid and as they are corrected will improve vocational education in the state at all levels.

It will be noted that the concerns were addressed to teachers, counselors and managers at the local and state levels. A concerted effort will be required by the above through - (1) policy changes; (2) funding; (3) making many of these concerns special subjects of professional development activities at the local and state levels; and (4) will involve activities within the total education as well as the community as a whole.

It is hoped the foregoing list of concerns will be a valuable check list for initiating actions to further improve vocational education in the state at all levels and for all students.

# AN ANALYSIS OF THE DEVELOPMENT OF THE VOCATIONAL EDUCATION PROGRAMS AND THE DELIVERY SYSTEM DURING THE DECADE OF THE 1970's

This section of the report will provide baseline data and information by which the reader may assess growth, development and changes in programs and the delivery system. In order to have the most complete information possible, the ten year period covered in this section is from 1968-69 through 1977-78.

- I. General information is provided as a bench mark against which other information will be presented in the analysis. It should be noted in Table I which follows, that the rate of growth in public school enrollment for all grades is less than the rate for grades 7-12, etc. A somewhat static rate of growth is expected to reach the high school level during the 1980's. A number of school districts have already reached a static or declining enrollment in high school, especially in the larger cities and some older suburban districts.

TABLE I

## TEN YEAR COMPARISONS OF PUBLIC SCHOOL ENROLLMENTS AND VOCATIONAL EDUCATION

| <u>Nature of Information</u>                                          | <u>1968-69</u> | <u>1977-78</u> | <u>Ten Year Growth</u> | <u>Percentage Change</u> |
|-----------------------------------------------------------------------|----------------|----------------|------------------------|--------------------------|
| Public School Enrollment, K-12                                        | 2,682,229      | 2,998,277      | 316,048                | 12.0%                    |
| Public School Enrollment, 7-12                                        | 1,190,158      | 1,390,898      | 200,740                | 16.9%                    |
| Public School Enrollment, 9-12                                        | 739,943        | 899,375        | 159,432                | 21.5%                    |
| High School Graduates                                                 | 135,344        | 167,983        | 32,639                 | 24.1%                    |
| Number of Common/Ind. School Districts                                | 1,219          | 1,100          | -119                   |                          |
| Number of School Districts Offering VE                                | 959            | 949            | - 10                   |                          |
| *Average Daily Attendance (ADA) of<br>Grades 9-12 of ISDs Offering VE | 608,455        | 757 2          | 149,187                | 24.5%                    |
| VE Enrollments, Grades 9-12                                           | 245,064        | 461,290        | 216,226                | 88.2%                    |
| Grades 7-9                                                            | -              | 124,169        |                        |                          |
| Total                                                                 | 245,064        | 585,459        |                        |                          |
| Number of Vocational Units Allocated                                  | 4,750          | 9,358          | 4,608                  | 97.0%                    |

\*ADA at the secondary level is generally 90% of enrollment.

- II. An overview of secondary vocational program terms and strategies will be helpful to the reader.

VOCATIONAL EDUCATION is an integral part of the total education system and stresses instruction that will prepare the individual to enter paid and non-paid employment and progress in their chosen career field.

SPECIFIC SKILL development is accomplished in the classroom and through actual hands-on-experiences in a laboratory or training station relating to the career objective.

EMPLOYABILITY SKILLS are essential to success in a job and include the following: favorable work attitudes, decision making, management, ability to work and get along with others, honesty, integrity, leadership, responsibility, initiative and loyalty. These are developed through a variety of activities in the SCHOOL, HOME and COMMUNITY.

BASIC EDUCATION SKILLS are an essential foundation to the development of specific skills. These are generally accepted to be reading, computation and communication skills at a functional level to be commensurate with the specific skill development needed. Vocational Education reinforces and further develops basic education skills.

VOCATIONAL EDUCATION is used by students at all levels to achieve a variety of individual objectives, to include but not restricted to the following:

- exploration and evaluation of career fields and career choices
- develop skills for entry into employment upon program completion
- gain experiences that serve as a foundation to further education and training
- provides for self understanding through vocational education experiences
- vocational education is often used as a "way of learning" and developing the skill of the application of knowledge.

VOCATIONAL EDUCATION provides three basic instructional strategies for achieving its purposes, as described below:

- A. COMPREHENSIVE programs combine classroom instruction, laboratory and home/community experiences and each class period is usually one hour in length. This type of instruction is found most frequently in programs in Agriculture, Homemaking, Industrial Arts and Occupational Orientation.
- B. COOPERATIVE VOCATIONAL EDUCATION is often called "co-op" education. Students attend school 1/2 day and work 1/2 day. In addition to regular classes, students spend one hour in a vocational class with their coordinator on related instruction and work in a training station for a minimum of 15 hours per week. Students must be at least 16 years of age to be eligible for this program. All vocational programs have "co-op," except Industrial Arts and Occupational Orientation.
- C. PRE-EMPLOYMENT LABORATORY (PEL) is often referred to as "shop". The student spends a minimum of 2 hours per day and in many programs they spend 3 hours in laboratory instruction. Specific application will be discussed under the program area information.

- III. An overview of secondary vocational programs and enrollments for the ten-year period will rely somewhat on Table II on page 44 for specific data.

It should be noted that vocational programs and enrollments vary widely. Enrollments may be compared to a "fruit salad," rather than being able to describe them as a single piece of fruit.

During 1968-69, comprehensive programs as described in section II(A), totaled 187,654 or 77% of the secondary vocational enrollments. During 1977-78, comprehensive enrollments had grown to 429,337, which included the addition of industrial arts and occupational orientation enrollments of 124,169, with comprehensive programs constituting 73% of the total secondary vocational enrollments. During 1977-78, approximately 65,000 secondary vocational students were enrolled in "co-op" programs and 90,000 were enrolled in "PEL" (pre-employment laboratory) programs.

- A. VOCATIONAL AGRICULTURE enrollments grew 27% during the 10-year period. The average students per teacher range from 41 to 45. Students are in class 1 hour per day in production agriculture, plus supervised farm and work experiences. Many vo-ag teachers have production ag. programs in combination with "co-op" or "PEL" programs. The teachers have student organization activities through the FFA, which enrolls 94% of the students in the vo-ag programs. Teachers also conduct adult and young farmer instruction and during 1977-78 served 58,434. The teacher is involved in community activities as well as livestock shows, contests and leadership activities for FFA members. During the ten-year period the number of teachers involved in "co-op" and "PEL" programs increased from 176 to 756, and during 1977-78 there were 69 CVAE (Coordinated Vocational Academic Education) programs for the disadvantaged and 23 programs for the handicapped - VEH (Vocational Education for the Handicapped).
- B. MARKETING AND DISTRIBUTIVE EDUCATION enrollments grew 99% during the 10-year period. In 1968-69, this was almost totally a "co-op" program with only 295 of the 11,751 enrollments being in "PEL." During 1977-78, over 20% of the 22,059 enrollments were in "PEL." The increasingly sophisticated technology and accompanying procedures in this field have made it necessary to provide training to students prior to assignment in training stations in the "co-op" programs. Distributive Education Clubs of America (DECA) is the student organization that has 82% of the program enrollments in the organization. Extensive leadership activities are carried out that relate to careers in the marketing and distribution field.
- C. HEALTH OCCUPATIONS enrollments grew by 202% during the 10-year period. Approximately 16% of the 5,632 enrollments in 1977-78 were in "PEL" programs. Ten years ago many of the health occupations students were in programs under the direction and supervision of Vocational Industrial Coordinators, and some continue today, especially in school districts that have the Industrial programs but do not have the Health Occupations programs. Many careers in the health field require licensing and other requirements not easily achieved by high school students because of maturity and insufficient time available for training. During the last ten years, the student organization, HOSA (Health Occupations

Students of America) was formed and Texas HOSA members have been very instrumental in the development of the national organization growth.

- D. CONSUMER AND HOMEMAKING EDUCATION is the largest vocational program at the secondary level, constituting 46% of the enrollments and 32% of the instructional personnel. Students are enrolled for one hour per day plus out of school home experiences supervised by the teacher in Homemaking I, II, III, and IV offered in grades 9-12. These teachers average over 80 students. In addition, there are semester courses addressing a wide range of interests, such as, Home Management, Child Development, Consumer Education, and others. Homemaking has 186 CVAE teachers and 92 VEH teachers. The "co-op" and "PEL" enrollments have grown during the last ten years from 2,930 to 20,185. In addition, the vocational homemaking teachers serve 120,284 adult and Young Homemakers. The FHA/HERO (Future Homemakers of America/Home Economics Related Occupations) student organizations have over 75,000 members in the state and provide a wide range of leadership development activities.
- E. VOCATIONAL INDUSTRIAL EDUCATION enrollments have grown 164% in ten years. "Co-op" enrollments during 1977-78 were 18,745 or 26% of the program, and students were working in many skill areas in the industrial field. The 54,491 remaining students enrolled in "PEL" programs in 45 skill areas for three hours per day, except those enrolled in CVAE and VEH "PEL" programs which are two hours per day. Many of these students enter "co-op" programs in their junior and senior years in high school. There are 2,555 teachers in this program and 754 are in CVAE and 136 in VEH programs. In the "PEL" programs, 55% are concentrated in four areas, which include Auto Mechanics, Auto Body, Building Trades and Cosmetology. In the CVAE "PEL" programs, 87% are concentrated in General Mechanical Repair and General Construction from the 24 skill areas. In VEH, 65% of the students are in General Mechanical Repair and General Construction. VICA (Vocational Industrial Clubs of America) and VOCT (Vocational Opportunities Clubs of Texas) are the two student organizations serving students enrolled in these programs. In addition to competitive activities at the regional, state and national levels, VICA sponsors International Skill Olympics in a number of skill areas. Leadership development is a major emphasis of both VICA and VOCT. Vocational Industrial programs are located in 420 of the 949 school districts that offer vocational programs in the state.
- F. VOCATIONAL OFFICE EDUCATION enrollments have grown 156% in ten years. Approximately 1/2 of the 1977-78 enrollments are in "Co-op" and 1/2 in "PEL" programs. Of the 837 teachers in VOE, 146 are CVAE and 19 VEH. Even though these programs continue to grow, they cannot meet the job market demands. Many of the basic skills for the field are developed in business education programs, such as typewriting, accounting and shorthand. These skills are further developed in "PEL" and "co-op" programs as well as the addition of skills in office procedures and related skills to provide an overall effective worker. OEA (Office Education Association) is the student organization and Texas has a very active association which has provided much national leadership. The FBLA (Future Business Leaders of America) is active in the state and also serves business education programs throughout the school.

- G. TECHNICAL EDUCATION as listed on Table II shows a decline. This is because programs have been moved to post secondary institutions and reclassified.
- H. CVAE (Coordinated Vocational Academic Education) was established in the mid-1960's to serve students classified as "disadvantaged." For the most part, students who had failed a grade or two and could not be expected to succeed in regular vocational programs were eligible to enroll. As the name implies, the Vocational and Academic instructors coordinate the instruction, and many of these students have been able to re-enter regular programs following enrollment in CVAE. The CVAE programs were started as exemplary and after several years they were moved under the supervision of the directors of regular vocational programs at the state level.
- I. VEH (Vocational Education for the Handicapped) provides special services for the emotionally and physically handicapped student, either in special programs or mainstreamed in regular programs. Often special equipment, tutoring, counseling and other support services are required to serve these students. These programs are also under the supervision of regular program directors at the state level.
- J. INDUSTRIAL ARTS as listed on Table II is referred to as the "redirected" IA programs. They provide exploration in several industrial areas in a year, to assist students in making more meaningful career decisions. These programs are offered at the 7-8 grade levels at present. Regular IA programs enroll 226,000 students in the public schools.
- K. OCCUPATIONAL ORIENTATION is offered primarily at the 7-8th grades to provide information and experiences to assist students in making meaningful career decisions. Students normally enroll for one semester only. They study occupational clusters, examine economic and societal factors in careers, self appraisal, educational planning and related topics.
- L. VOCATIONAL ANCILLARY PERSONNEL are not listed on Table II, because they are support type personnel to local vocational programs.
- (1) Vocational Administrators are responsible for the supervision of all vocational education and often the adult education programs in a community. In 1968-69 there were 14 and in 1977-78 there were 214 districts with vocational administrators.
  - (2) Vocational Supervisors are responsible for the supervision of vocational programs in the district. In the larger districts, there are many teachers in programs such as vocational industrial, consumer and homemaking, cooperative education, and similar programs. In 1968-69, there were 10 vocational supervisors and in 1977-78 there were 104.
  - (3) Vocational Counselors work with students throughout the school in special services regarding vocational needs of students. In recent years, Job Placement Coordinators, have been authorized in larger districts. They assist students and teachers in job placement activities. In 1968-69, there were 30 vocational counselors and in 1977-78, there were 370.

TABLE II  
TEN YEAR GROWTH OF SECONDARY VOCATIONAL PROGRAMS (Grades 7-12)

|                               | 1968-69             |                     |                  |                    |                     | 1977-78             |                     |                  |                    |                     | 10 Year Growth | % Growth in 10 Years |
|-------------------------------|---------------------|---------------------|------------------|--------------------|---------------------|---------------------|---------------------|------------------|--------------------|---------------------|----------------|----------------------|
|                               | No. of School Dist. | No. of Teach. Units | Total Enrollment | Avg. Enrl. Per/Un. | Youth Organ. Member | No. of School Dist. | No. of Teach. Units | Total Enrollment | Avg. Enrl. Per/Un. | Youth Organ. Member |                |                      |
| Agriculture                   | 859                 | 1,142               | 51,220           | 45                 | 49,000              | 860                 | 1,569               | 64,934           | 41                 | 60,825              | 13,714         | 27%                  |
| Agriculture Coop/PI           | (127)               | (176)               | (1,728)          | (10)               |                     | (324)               | (756)               | (9,236)          | (12)               |                     | (7,508)        | (435%)               |
| Distribution                  | 206                 | 336                 | 12,238           | 36                 | 11,415              | 382                 | 666                 | 24,380           | 37                 | 19,995              | 12,142         | 99%                  |
| Health                        | 26                  | 27                  | 1,828            | 68                 |                     | 78                  | 148                 | 5,513            | 37                 | 3,716               | 3,685          | 202%                 |
| Homemaking <sup>3</sup>       | 933                 | 2,098               | 141,092          | 67                 | 75,862              | 921                 | 3,022               | 269,655          | 89                 | 75,380              | 128,563        | 91%                  |
| Homemaking Coop/PI            | (35)                | (105)               | (2,930)          | (28)               |                     | (381)               | (717)               | (20,185)         | (29)               |                     | (17,255)       | (589%)               |
| Industrial                    | 328                 | 887                 | 27,770           | 31                 | 14,408              | 420                 | 2,555               | 73,236           | 29                 | 46,589              | 45,466         | 164%                 |
| Office                        | 215                 | 222                 | 8,667            | 39                 | 7,300               | 309                 | 837                 | 22,143           | 26                 | 22,605              | 13,476         | 156%                 |
| Technical                     | 29                  | 38                  | 2,249            | 59                 |                     | 13                  | 0                   | 1,429            | 35                 |                     | -820           | -57%                 |
| CVAE <sup>1</sup>             | (64)                | (217)               | (7,842)          | (36)               |                     | (314)               | (1,084)             | (25,568)         | (24)               |                     | (17,725)       | (226%)               |
| Handicapped <sup>1</sup>      |                     |                     |                  |                    |                     | (95)                | (269)               | (3,786)          | (14)               |                     | (3,786)        | --                   |
| *Industrial Arts <sup>2</sup> |                     |                     |                  |                    |                     | 42                  | 265                 | 61,448           | 294 <sup>4</sup>   | 6,635               | 61,448         | --                   |
| Occupational Orientation      |                     |                     |                  |                    |                     | 114                 | 296                 | 62,721           | 195 <sup>4</sup>   |                     | 62,721         | --                   |
| TOTALS                        | 959                 | 4,750               | 245,064          | 52                 | 157,985             | 949                 | 9,358               | 585,459**        | 63                 | 235,745             | 427,474        | 271%                 |

( ) Indicates duplicated count with grand totals included in program totals.

1 CVAE and Handicapped Programs are offered in areas of Agriculture, Homemaking, Industrial and Office Education. These figures are included in the total for each program area.

2 Some Industrial Arts units were redirected and moved under Vocational Education in 1973.

3 Most vocational programs last a full school year. Some Homemaking programs are a semester in length, therefore, some students enroll in two programs in one year, thus some duplication in enrollment count.

4 One teacher will usually teach five different classes of students per day for one hour, thus accounting for a large teacher-pupil ratio.

\* Includes enrollment for only those programs transferred from general education to voc-ed that have been redirected under voc-ed guidelines to provide pre-vocational career exploratory experiences. The enrollment for all industrial arts programs in 1977-78, including those still general education in content, was 225,915.

\*\* Enrollment reflected in this table for 1977-78 was obtained from Program Directors. The Management Information Center reported a total enrollment of 566,411 which was apparently incomplete.

- IV. An overview of post secondary occupational-technical (subsequently referred to as occupational) programs and enrollments for the ten year period will reveal extensive growth and development.

Post secondary institutions offering occupational programs in the state include 47 Community/Junior College districts with 60 campuses, Texas State Technical Institute System with four campuses and three Universities.

During 1968-69 there were 40 campuses offering 405 programs, enrolling 28,615 with a State/Federal outlay of \$6,476,000, averaging \$226.31 per enrollee. During 1977-78 there were 64 campuses offering 1,439 programs, enrolling 274,866 with a State/Federal outlay of \$91,838,244, averaging \$334.12 per enrollee.

It should be pointed out that all Community/Junior College districts have a local tax base with the exception of two districts, and local taxes, tuition and fees support the programs and pay approximately 1/3 of program costs. Local funds are used for facilities. TSTI and the Universities do not have a local tax base and secure funds for facilities and programs through the state appropriations.

Post secondary occupational programs may be classified into the following categories:

- Associate Degree programs require two years to complete the work. (An example is the Associate Degree Nurse program).
- Certificate programs normally require one year to complete, but may extend to two years. (The Licensed Vocational Nurse program is a one year certificate program).
- Adult Occupational Programs - Supplementary. These programs generally range in length of instruction from 4 to 480 hours. They are designed primarily to upgrade workers in their occupational field. These programs constitute about 75% of the adult occupational programs at the post secondary level.
- Adult Occupational Programs - Preparatory. These programs generally range in length of instruction from 8 to 2,000 hours. They are designed primarily to prepare individuals for employment in a wide range of jobs with limited specialized skills to more comprehensive skill requirements.

Post secondary occupational programs are designed to serve the job market needs of the institution's service area. Consequently, some program design and content may remain quite stable and relatively standard throughout the state. Other programs may serve a need that is unique to the service area and may be of a temporary nature. These institutions are called upon to respond to education and training requirements mandated by the state legislature. In recent years, the following fields fell into this category: Real Estate; Nursing Home Administrators; and Fire and Police training.

The following review of post secondary occupational program growth during the ten year period should be helpful:

- A. AGRICULTURE programs in 1968-69 was offered by 8 institutions, 12 programs, enrolling 314. During 1977-78, 31 institutions offered 62 programs with an enrollment of 1464. Programs were offered in ten major areas, including, Agri-Business; Agri-Chemicals; Farm Machinery; Farm and Ranch Management; Forestry; Horticulture; and other programs important to the agriculture industry of the state.
- B. HOMEMAKING programs increased from two institutions, offering four programs, enrolling 127 in 1968-69 to 35 institutions, offering 47 programs in 1977-78 and enrolling 3,171 students in fields such as Child Care and Development; Dietitian Aide; Fashion Design; Interior Design and other program areas.
- C. DISTRIBUTION AND MARKETING OCCUPATIONS enrolled 1408 students in 23 programs in 18 institutions during 1968-68. During 1977-78, 165 programs enrolled 22,723 students in 59 institutions in diverse management programs in the fields of Aviation; Banking; Transportation, and mid-management programs in every area of business. Courses were offered in Marketing; Fashion Merchandising; Production Management; Real Estate; as well as Restaurant/Hotel Management.
- D. OFFICE OCCUPATIONS enrolled 13,804 students in 30 programs in 26 institutions during 1968-69. During 1977-78, 270 programs enrolled 35,534 students in 62 institutions. Programs included, Accounting; Computer Operators; Data Processing Programmer; General and Specialized Secretarial/Clerical Occupations; and numerous other areas.
- E. INDUSTRIAL OCCUPATIONS programs enrolled 7,034 students in 92 programs in 26 institutions during 1968-69. During 1977-78, 496 programs in 62 institutions enrolled 39,711. There are over 30 occupational programs listed in this area, and these also have options, which makes this the largest occupational area in the post secondary offerings.
- F. HEALTH OCCUPATIONS enrolled 5,650 students in 70 programs in 26 institutions during 1968-69. During 1977-78, 233 programs enrolled 14,663 students in 62 institutions. This growing field has over 20 courses offered, with many options. Many of the health programs lead to licensing and certification which is required for employment, particularly in the fields of nursing, dental hygiene and in some laboratory technology programs. There are also programs that address the management aspects of health care.
- G. TECHNICAL EDUCATION programs enrolled 5,441 students in 174 programs in 36 institutions during 1968-69. During 1977-78, 166 programs enrolled 16,187 students in 50 institutions. There are 15 Technology fields listed in program offerings, including areas such as; Aeronautical; Architectural; Chemical; Civil; Electrical; Electronic; Nuclear; and others. These instructional programs normally include the study of underlying sciences and supporting mathematics inherent in a technology, as well as methods, skills, materials, and processes used and services performed in the technology.

V. The post secondary institutional and program expansion in the last ten years has greatly enhanced the delivery system for occupational and vocational programs throughout the state. This section will provide an overview of these developments.

A. In addition to the campuses of the post secondary institutions, many offer programs in a variety of settings. During 1978-79 the Coordinating Board, Texas College and University System, approved over 200 sites for institutional offerings off-campus for occupational programs. (Several sites were approved for academic offerings, in addition to the 200, which generally offered both programs).

A tabulation of off campus offerings indicated that the following resources were used: Independent School District facilities - 63%; Public non-educational facilities, such as hospitals - 11%; Other post secondary institutional campus facilities - 8%; Private business facilities - 5%; Private education facilities - 2%; and 3.5% for Military facilities; Texas Department of Corrections; and Satellite facilities of the institutions.

B. The program offerings in these off campus facilities were restricted in many regards, especially those requiring laboratories and shops that were not available in the host facility.

There were nearly 100 types of courses offered in the off-campus facilities numbering over 500. The most frequently offered courses accounting for nearly 70% of the offerings, in rank order are: Adult Vocational Courses--a general description; Law Enforcement; Real Estate; Mid Management; Child Care and Development; Fire Protection Technology; Banking Management; Secretarial Science; Welding; Vocational Nursing; Business Management; Auto Mechanics; General Business; and Accounting.

C. Industrial Start-up training is supported by both post secondary and secondary institutions and is designed to assist new and expanding business and industry in developing a productive work force.

D. Provisions are made in state law and policy for contracting between secondary and post secondary institutions. There are institutions that have excellent working relationships and effective programs. However, there are many barriers such as - scheduling; transportation; availability of facilities; and others which have not been overcome sufficiently to render the arrangement as effective as it should be to serve as many students as could be served through such contracting.

VI. This section will highlight some population and vocational program changes in public schools and counties during the period 1968-69 and 1977-78.

During this period 57 counties or 22.4% of the 254, increased in High School ADA (Average Daily Attendance) by more than 10%, while 114 counties or 45% increased less than 10%. Those decreasing - 53 or 20.5% decreased less than 10%, while 26 or 10.3% decreased more than 10%.

For this analysis, the High Schools offering vocational education programs will be considered in groups of those having less than 500 HS ADA and those in excess of 500 HS ADA. Traditionally the small school districts with limited enrollments have offered the comprehensive vocational programs of Vocational Agriculture and Vocational Homemaking. The delivery system has not been developed to the extent that more than the comprehensive vocational offerings could be made available to students in these small school districts.

- A. During 1968-69 districts with less than 500 HS ADA numbered 613 and constituted 64% of the 959 districts in the state that offered vocational programs. These districts served about 16% of the HS students in the state, and offered only vo-ag and homemaking programs. The average HS ADA for these 613 districts was 157.
- B. During the ten year period, 28 of the 613 districts had ceased operations, and six others had been established, leaving 591 in the 1977-78 analysis. During 1977-78 428 districts continued to offer only vo-ag and homemaking, but represented only 7% of the state's HS ADA. CVAE, VEH and Occupational Orientation had been added by 58 of these 428 districts.
- C. During the ten year period, 163 districts had increased their HS ADA by 40% while the overall statewide HS ADA had increased by 21.5%. (Many rural communities experienced growth during the 1970s, and some were in the path of suburban development). These 163 districts added 525 vocational units in addition to their vo-ag and homemaking programs. The number of vocational units allocated to these districts increased by 131% while the statewide growth was just under 100% during the ten year period.
- D. The 360 districts that have over 500 HS ADA represent only 38% of the total districts in the state offering vocational programs, but serve 84% of the state's students. Approximately 300 of these districts have at least one ancillary vocational unit allocated (vocational administrator or vocational counselor).
- E. A measure of vocational program offerings is the ratio of programs to the number of High School students, expressed in ADA. A recent sample analysis revealed the following information:
  - (1) Districts with 300 or less HS ADA averaged 46 ADA per vocational unit.
  - (2) Districts with 301 to 1000 HS ADA averaged 55 ADA per vocational unit.

- (3) Districts with 1001 to 2000 HS ADA averaged 70 ADA per vocational unit.
- (4) Districts with 2001 to 5000 HS ADA averaged 87 ADA per vocational unit.
- (5) Districts with over 5000 HS ADA averaged 97 ADA per vocational unit.

The foregoing tabulations were made using HS ADA and included all vocational education instructional units allocated to the district. Some of these units, such as - Industrial Arts, Occupational Orientation, and in some cases CVAE and VEH serve students below the 9th grade. However, the foregoing should serve as a measure of the intensity of vocational offerings in relationship to the students.

During the ten-year period under study, the larger districts have reduced the ratio of offerings to students by over 100%.

There is considerable variation in the ratio within the five district groupings above. These variations are due in some instances to a lack of facilities that relate to the district's ability to provide bonding to construct facilities.

- F. There is an urgent need for actions to be taken at the state and local levels to implement all strategies available to improve the availability of comprehensive vocational programs to all citizens of all communities.

# **VOCATIONAL EDUCATION~ A DECADE OF PROGRESS**

## **PART IV**

### **A Summary Report of Advisory Council Activities**

**10th Annual Report Of The Advisory Council  
For Technical-Vocational Education In Texas  
To The State Board For Vocational Education**

## SUMMARY OF COUNCIL MEETINGS AND PRIORITY AGENDA ITEMS

A major source of input to the work of the Council are the people who brief the Council on a variety of topics relating to and influencing vocational, technical, adult, and manpower education.

In addition to activities referenced on other pages of this part of the report, a brief summary of Council meeting activities follows, relating only to meetings held during the calendar year of 1979.

During each Council meeting, reports are received from Committees, action is taken on program of work activities and other routine business is conducted which may not be reflected in the following summary.

### AUSTIN - January 25

- The 1979 Council Program of Work and Activities was discussed and approved.
- In depth vocational program reports were given by state directors of the Secondary Industrial Arts Programs and the Post secondary vocational programs.

### HUNTSVILLE - February 27-28

Adult Education with focus on Correctional Education

- The Texas Department of Corrections hosted the meeting which was addressed by the Director and members of his staff on Correctional Education activities.
- The focus included a report on the National Study and Activities on Correctional Education by a research specialist from the National Center on Vocational Education.
- The regional perspective was addressed by a supervising auditor of the U. S. General Accounting Office, with offices in Dallas.
- Correctional Education at Post Secondary institutions was reviewed by the Director of Post Secondary Programs.
- Adult Education and Corrections and the State Plan for Adult Education was addressed by the Director of Adult Programs.

### AUSTIN - April 25

- The Council was addressed by Governor William P. Clements who told the Council that his interest and support of vocational-technical education resulted from many years of involvement in business, education, the military and other relationships. "My feelings about technical-vocational education are rooted in my strong belief that providing the best quality education possible is one of the most important duties of government."
- The Council was addressed by State Representative Hamp Atkinson, Chairman of the House Public Education Committee. He emphasized his support for vocational education and identified several areas where improvements could be made to strengthen the programs in the state.
- A Slide/Tape Presentation - "Women in Apprenticeship Training" was shared with the Council.
- The State Coordinator of Vocational Curriculum Development shared with the

Council the activities of the four curriculum centers in the state to improve vocational programs.

The Council reviewed the Annual Program Plan and Accountability Report, prepared for submission to the U. S. Office of Education.

#### SAN ANTONIO - June 21-22

- The Chairman of the State Board for Vocational Education, Mr. Joe Kelly Butler, addressed the Roles of the Council and Board in serving vocational education. The Council was urged to focus on specific issues with adequate rationale.
- Dr. J. R. Jackson reviewed with the Council the findings and recommendations of the statewide study of vocational education.
- Dr. John Skinkle, Texas A&M University, discussed the study he directed on an Assessment of the Advisory Council.
- Dr. Jerome Weynand, President of San Antonio College, and Ms. Nellie Thoroughgood, discussed the institutions efforts to relate Education to Employer needs.
- Ms. Sylvia Hinojosa discussed the issue of Managing Vocational Programs in a school district with declining enrollments, an issue facing more and more school districts. The adult and community education programs were discussed.
- Ms. Geraldine Smedler, Training Specialist with the Air Force Training Center, reviewed the extensive system of Evaluation of AF Technical Training.
- New Council officers were elected as well as other business.

#### AUSTIN - September 20

- The newly elected Commissioner of Education, Alton O. Bowen, addressed the Council, citing his support of vocational education and how the Council and Texas Education Agency can work together in support of vocational education.
- The Council received a briefing on the research and exemplary programs that have been funded for 1979-80 and results of previous projects funded. Reports were given by Mr. Oscar Millican and Mr. Ray Barber.
- The Council heard reports on statewide assessment activities and actions being taken to strengthen basic education skills in the state and efforts underway to more effectively relate vocational and general education. Reports were given by Associate Commissioner Dorothy Davidson and Ms. Carolyn Hinckley.
- The 1979-80 Council Program of Work and Activities was adopted and other business conducted.

#### AUSTIN - October 25

- Mr. Tommy Whitehead, President, Vocational Opportunities Clubs of Texas, briefed the Council on the work of VOCT. The Council frequently hears reports from vocational student organization leaders.
- Mr. Joe Gunn, Secretary-Treasurer, Texas AFL-CIO, addressed the Council on relationships between organized labor and vocational education.
- Captain Robert F. Connally of the Navy Recruiting Service, briefed the Council on the role of the U.S. Navy in education and training activities and how these support public education.
- The subject of Vocational Education Services for Special Populations was covered by Dr. Linda Parrish, Texas A&M University and Ms. Melinda McKee

of Texas State Technical Institute.

AUSTIN - December 14

- Deputy Commissioner of Education, Raymon Bynum addressed the Council on plans for revision of funding formulas for vocational education and anticipated changes in vocational education programs in the state.
- The Council received an update report on "Equity in Vocational Education" and viewed a film, entitled "Breakout,"
- The 10th Annual Reports of the Council to the Governor and the State Board for Vocational Education were acted on by the Council.

## ABOUT THE COUNCIL

The Advisory Council for Technical-Vocational Education in Texas was established under the federal Vocational Education Amendments of 1968. It was reconstituted under state law in 1969.

It has 24 members who are recommended by the Governor, appointed by the State Board of Education, and confirmed by the State Senate to serve three-year staggered terms. The Council presently has one vacancy.

The Advisory Council's broad purpose is "to establish a climate conducive to the development of technical, vocational, and manpower training in educational institutions in the State of Texas to meet the needs of industrial and economic development of the State."

On November 10, 1973, the State Board of Education designated the Council to also serve as the "State Advisory Committee on Adult Education."

Under law, at least one public forum must be held each year by the Council to obtain citizen input on education and manpower needs. Over 100 public forums have been conducted by the Council at the state, regional, and local levels since 1970.

In addition to its annual report to the State Board of Education, which is also sent to the U. S. Office of Education and the National Advisory Council for Vocational Education, the Council submits an annual report to the Governor and a biennial report to the State Legislature.

The Council also publishes a monthly newsletter in addition to numerous other reports, staff analysis, working papers, surveys, and background information data as the need arises.

### ADVISORY COUNCIL MEMBERS

Doyel E. Chandler, Chairman, Kirbyville  
Robert D. Hunter, Vice-Chairman, Abilene  
Noe B. Calvillo, McAllen  
E. W. Collins, Beaumont  
James C. Currey, Dallas  
Bill Elkins, Dallas  
Ruth Ellinger, Austin  
Maxia Farris, Huntsville  
Clemente Garcia, Corpus Christi  
Jacinto Juarez, Laredo  
Hugh E. McCallick, Houston  
Mary Mahoney, College Station

James Martin, Arlington  
Cletus G. Michel, El Paso  
Edith F. Patterson, Houston  
Dorothy R. Robinson, Palestine  
S. Don Rogers, Austin  
Milton J. Schiller, Waco  
Annyelee Smith, Kingsville  
Sherry Townsend, Denton  
Jon Underwood, Austin  
D. L. (Dally) Willis, Midland  
Mario Yzaquirre, Brownsville  
Vacant

### ADVISORY COUNCIL STAFF

Alton D. Ice, Executive Director  
Annie Grace, Program Officer  
Jeanine Hicks, Program Officer

Valeria Blaschke, Administrative  
Technician  
Cathy Myers, Secretary  
Lynda Permenter, Secretary

# A SUMMARY REPORT OF ADVISORY COUNCIL ACTIVITIES

The Advisory Council continuously tries to fulfill its responsibilities as mandated under federal and state laws.

The 24 Council members give over 250 man days annually to formal Council and Committee meetings and hearings. This does not include work done as individual members on Council responsibilities, and work with groups and organizations in their areas of the State.

## MAJOR REPORTS PUBLISHED BY THE COUNCIL

|                                                                                                                                        | 1970     | 1971        | 1972        | 1973        | 1974     | 1975        | 1976     | 1977     | 1978     | 1979     |
|----------------------------------------------------------------------------------------------------------------------------------------|----------|-------------|-------------|-------------|----------|-------------|----------|----------|----------|----------|
| Reports to Governor                                                                                                                    | Mar.     | Apr.        | Apr.        | Apr.        | Apr.     | Apr.        | May      | Apr.     | Dec.     | Dec.     |
| Reports to State Bd. of Education                                                                                                      | Sept.    | Sept.       | Oct.        | Nov.        | Nov.     | Oct.        | Oct.     | Oct.     | Dec.     | Dec.     |
| Reports to Legislature                                                                                                                 | Dec.     |             | Dec.        |             | Dec.     |             | Dec.     |          | Dec.     |          |
| Council Brochures                                                                                                                      | May      | Oct.        |             | Nov.        |          | Apr. & Dec. |          |          | March    | Apr.     |
| Summaries of Annual Reports for Use in Public Forum Mtgs.                                                                              | Sept.    | Sept.       |             | Jan.        | Jan.     |             |          |          |          |          |
| Proceedings/Reports on Public Forums<br>(1) Gov.'s Conf.<br>(2) Reg. Hearings<br>(3) Com. Conf.<br>(4) State Forum<br>(5) Impact Conf. | July (1) | Mar. (2)    | July (3)    | June (1)    | June (3) | June (4)    | June (5) | June (1) | Dec. (2) | June (2) |
| Legislative Directed Studies                                                                                                           |          | Mar. SR 865 | Dec. SCR 89 | Mar. SCR 11 |          |             |          |          |          |          |
| Proceedings, Teacher Education Hearing                                                                                                 |          | Mar.        |             |             |          |             |          |          |          |          |
| Career Development Handbook                                                                                                            |          |             |             | Oct.        |          |             |          |          |          |          |
| Special Report to St. Bd. for Vocational Education                                                                                     |          |             |             |             | June     |             | June     |          | June     |          |
| Proceedings, State Plan Hearing                                                                                                        |          |             |             |             |          | Jan. Apr.   |          |          |          |          |
| Employer Survey                                                                                                                        |          |             |             |             |          |             |          |          |          |          |
| Promising Practices (Booklet)                                                                                                          |          |             |             |             |          |             |          |          | June     |          |
| Student Follow-Up                                                                                                                      |          |             |             |             |          |             |          |          | Sept.    |          |
| Tables & Charts                                                                                                                        |          |             |             |             |          |             |          | Aug.     |          | Mar.     |

A monthly newsletter is mailed to over 4,400 persons across Texas. Numerous staff analyses, working papers, background information data, surveys and other activities are done by the Council.

The ACTIVE has produced a film entitled "The Future...My Destination." Twenty copies are being used. Fifty sets of a slide/tape presentation entitled "A Redirected Education System" are widely used. The ACTIVE has also produced slide/tape presentations entitled "Education, Work, and Advisory Committees; and "Vocational Education...Gateway to the Future," of which copies are being widely used.

The Council has provided a public forum for over 19,000 citizens through numerous hearings and conferences.